PACIFICA
GRADUATE INSTITUTE

DEPTH PSYCHOLOGY PROGRAM
DISSERTATION HANDBOOK 2016-2017

Preface to the 2016-2017 Dissertation Handbook

The purpose of this handbook is to clarify the nature and process of doctoral dissertation research as the culminating scholarly endeavor of students' psychological education at Pacifica Graduate Institute. The handbook addresses two distinctive but related basic aspects of doctoral dissertation research at Pacifica: the *research process* and the *dissertation process*. The first basic aspect, the research process, refers to the way students actually go about approaching, conceiving, designing, conducting, and reporting their research projects. The second basic aspect, the dissertation process, refers to specific institutional requirements and procedures that Pacifica has established for students enrolled in the dissertation period of their program, that is, for students on the "dissertation clock." Although these two basic aspects of doctoral dissertation research support and coincide with one another, they still represent two different kinds of demands to which students must respond: the first being scholarly, the second being institutional.

The dissertation handbook contains basic, broad guidelines and standards for engaging in the research process at Pacifica, including brief discussions of some of the kinds of approaches, methodologies, and dissertations that Pacifica Graduate Institute supports. The handbook also contains guidelines and suggestions for assembling dissertation committees as well as outlines of the technical and procedural requirements of the dissertation process at Pacifica.

The faculty of the Institute encourages students to read this manual early and carefully. Familiarity with the research and dissertation processes can help make the prospect of doing doctoral dissertation research more inviting and help integrate the research process with students' entire academic experience.

All forms pertaining to the formal, procedural aspects of the dissertation process are available on the Dissertation Handbook & Forms web page available at http://www.pacifica.edu/about-pacifica/pacifica-graduate-institute-student-services/pacificas-dissertation-resources. A discussion of these procedures from an institutional perspective is the subject of the next part of the Handbook, "Part 2: Seven Stages of Dissertation Research."

Another indispensable aid to students anticipating writing their doctoral dissertations is the *Publication Manual of the American Psychological Association, Sixth Edition*, published in 2010, hereafter referred to as the APA publications manual. (Be sure to use the second printing of the manual, or a subsequent printing, since the later versions correct the substantial errors discovered in the first printing.) This APA manual not only specifies the stylistic and editorial standards to which all publications in the field of psychology are held accountable, but also provides a common, universally understood format and framework for communication within the field. Thus, all writing connected with the fulfillment of Pacifica Graduate Institute's doctoral dissertation research requirements—namely, concept papers, proposals, and complete, finished dissertations—are expected to consistently follow the guidelines. For more information, see "APA Style Guidelines" in Part 3 of this handbook.

Pacifica also requires, in accordance with our plagiarism and honesty policy described in the Student Handbook, that all research and writing adhere to the professional standards of the field of psychology. These standards, including a discussion of plagiarism, are described in the APA publications manual.

Revisions to the Dissertation Handbook

Dissertation handbooks are revised and made available at the start of each academic year. Students are required to follow the procedural guidelines and technical requirements of the dissertation handbook pertaining to the academic year in which they are working with committee members and submitting dissertation work. Students are also required to review revisions of dissertation academic guidelines (e.g. proposal content and structure) and accommodate these revisions wherever possible. However, students are not required to rewrite parts of their dissertation completed under guidelines that may be subsequently revised.

Dissertation Handbook Format

The dissertation handbook is formatted as a book, not in accordance with Pacifica-APA formatting that students use for their dissertations. **Do not use the appearance of this handbook as a visual guide to the format of scholarly work.**

Changes to the 2016-2017 Dissertation Handbook

This year's edition of the Dissertation Handbook contains corrections in wording and formatting, the kind of continual improvements in clarity that will be helpful to students and their committee members. The other change for this academic year is a significantly revised ethics application for students who are using human participants in their research. The application form is available on the Dissertation Handbooks & Forms web page. It requires three signatures for ethics approval: the dissertation chair, the program's Director of Research, and Pacifica's Institutional Review Board (IRB) representative.

Part 1
Introduction to Doctoral Dissertation Research
in Depth Psychology

This part presents a concise introduction to doctoral dissertation research at Pacifica Graduate Institute. It begins with a discussion of the Institute's vision for research in depth psychology and the demands this vision places on students and dissertation committee members alike. It then offers a brief but comprehensive description of research.

A Statement of Vision

When depth psychology evolved in the West at the end of the 19th century, it was committed to describing and analyzing human experience. It understood that individuals do not have full access to their experience—alongside consciousness, there is an unconscious dimension—which required a different approach to research and methodology than the approach adopted by the natural sciences. Depth psychological research draws upon earlier indigenous philosophies that integrate the unconscious, the natural world, and the more-than-human world as forces operating synergistically to inform epistemological assumptions. Thus it opens up the field for consideration of realities that extend beyond provable facts alone, and are often constituted by what is unseen, and might be verifiable only in non-traditional ways. We recognize that to exclude such realities and the ways of knowing that construct them is to truncate our relationship to the psyche to an unacceptable degree.

Depth psychological research has long been aligned with the philosophical approach of phenomenology because of its commitment to describing lived experience and illuminating its meanings. Out of this alignment, a variety of qualitative methodologies has arisen. Though these methods were initially derogated by mainstream academic psychology modeled on the natural sciences, they are presently seen as contributing valuable knowledge that was largely missing from mainstream approaches to research. At Pacifica the method must follow the topic and the nature of the inquiry. If the chosen method does not serve, another must be found that does. Our methods and our approaches to scholarly research must be responsive and accountable to the depths and complexities of human experience and meaning, to what is sometimes called "soul" or "psyche." This requires us to continually clarify and develop research methodologies that allow us to truly see into the field and the subject of depth psychology. In this regard, methodological innovation is not only an option, it is an intention. Our program eagerly takes responsibility for an ongoing critical appraisal of research methodologies and promotes innovative approaches to psychological research.

Pacifica also holds a deep commitment to the idea that psychology is not always best when it is a stand-alone discipline. There are times when the most profound understandings of the psyche come from other disciplines including mythology, literature, anthropology, cultural studies, philosophy, the arts, ancient and indigenous medicines, and religion. This was well understood by both Freud and Jung, who, as the chief progenitors of depth psychology in the Euro-Western intellectual tradition, criticized the limitations of descriptive psychiatry that focused only on medical diagnosis, practice, and measurable phenomena. For centuries prior to the emergence of depth psychology in Europe, in most other parts of the world, epistemological assumptions and cosmologies included a multiplicity of influences including most of those listed above, as well as sources of knowledge gleaned from the unconscious. This openness to an interdisciplinary component invites students to develop a symbolic attitude and a metaphorical sensibility in their research and writing.

It is also important to understand and acknowledge the multiple contexts of our research. The discipline of depth psychology has contributed much to the widely held understanding that there is a reciprocal relationship between the knower and the known—that they constitute one another in the quest for knowledge and understanding. Therefore, as researchers we do not pretend to stand apart from our objects of study, but rather seek ways to acknowledge and articulate this complex reciprocal relationship between knower and

known. We also do not pretend to stand apart from the context in which the study arises. Instead, we articulate as fully as possible the influences and limitations of our personal psychology, culture, history, language, and place that circumscribe our fields of study, prescribe our methods, and shape our interpretations. Dissertation research should always involve a critical review of its own contextual limitations and an explicit consideration of its own horizons.

The depth psychology program encompasses a number of specializations each of which focuses on particular types of research areas and questions. For this reason, each specialization's research approach has a focus on particular research methodologies and corresponding set of ethical concerns. These are described below.

Dissertation Research in Depth Psychotherapy

From its beginnings the depth psychotherapy specialization has envisioned dissertation research as fully integrated with its commitment to therapeutic practice. Therefore, as scholars we find it necessary to continually reflect on how well our coursework and our experiences in research reflect and support therapeutic work and how therapeutic work may be inspired and supported by good scholarship. Since the psyche is subtly embodied in the sacred relationship between therapist and patient, research topics often arise from our clinical work, prompting questions about the theoretical foundations of depth psychology, broadly envisioned, or its practice. It may be that a student's dissertation topic is metaphorically arriving for a session in their office every week.

Just as we consider the context and history of the family, the community, and the culture in our therapy work, we see the researcher and the research project in a similar context. Often in depth psychotherapy dissertations, such contextual limitations may actually be horizons—invitations to change established positions within the field of psychotherapy, its theories as well as its practices, so that we can see things differently. A thoughtful review of our field is both critical and creative, addressing issues that may have gone unnoticed or unsaid within the main stream of psychotherapeutic thinking and remedying this inattention in a respectful, scholarly manner.

Dissertation Research in Somatic Studies

In this specialization our students engage in transformative dissertation research with the potential to change how we live in the world. Students are asked to think across professional and disciplinary boundaries by deeply considering the reality of how the absence of embodied pedagogies and research methodologies have perpetuated the divide between traditional Jungian, Freudian, and Hillmanian depth psychologies and our capacity to effectively respond to real world problems including our healthcare, economic, and planetary crises. It is our intention to bridge this gap with an understanding that research is inherently transformative when embedded in the interdependent and inseparable phenomena of body, mind, and spirit.

Students develop dissertation research ideas that articulate and promote new theoretical directions and practical applications for their intended postgraduate work in holistic and interdisciplinary fields that include somatic psychology, neuroscience and trauma, bodymind medicine, dance and movement therapies, addiction and recovery therapies, and contemplative practices. By participating with like-minded scholars and

healers in the emerging field of somatic studies, students are encouraged to utilize an embodied depth psychological approach to their research.

A primary epistemological stance of the somatic studies specialization is that knowing and being in the world includes embodied research methods that attenuate interpretive biases through direct knowing. This epistemology is applied, in part, by investigating the sensory expressions of touch, sound, sight, smell, and taste. The process of receiving, accessing, and appraising bodily sensations develops perceptual capacities that enhance a sense of presence and agency in the world. By applying embodied research methods with qualitative inquiries including phenomenology, hermeneutics, ethnography, portraiture, and grounded theory our students challenge philosophical assumptions and Eurocentric paradigms that privilege mind over body.

Somatic based depth psychological dissertations reflect the diversity of our students' professional and personal interests. For some who have a somatic-oriented clinical practice, dissertation research is an opportunity to deeply explore an issue arising out of work with their patients. Other students are called to respond to the limitations of the dominant structures of our Western medical paradigm with its emphasis on pathology. Some students are inspired to research the lived experience of the body in spiritual practices within indigenous cultures from around the world. What unites this variety of focal points is the remembrance of the body in depth psychological inquiry—recalling its voice, observing its movements, attending its symptoms—and seeking to make a modest yet original scholarly contribution toward understanding the psyche-soma connection.

Dissertation Research in Community Psychology, Liberation Psychology, and Ecopsychology

Our specialization's approach to research is based on a set of methodological foundations: participatory action research (PAR), qualitative methodologies, arts-based, and Indigenous methodologies that suggest the kinds of inquiry and praxis that address social, liberatory, and environmental justice concerns. All require careful attention to relational and ecological ethics. (See "Ethical Guidelines for Community/Ecological Fieldwork and Research," - For this specialization these guidelines augment the APA guidelines in this handbook.) In each case research is understood as a potential resource for individuals and communities to further define their pressing questions, in order to create together transformative social change that nourishes the well-being of individuals, communities, and the environment. A fundamental attitude for research in this specialization is the rupture of subordinating forms of human and other than human relations, through the development of reciprocal, dialogical, critical, and holistic approaches to knowledge generation and collaborative action. We seek to deconstruct and reject methodologies that support or reproduce structural and other forms of violence, false paradigms and decontextualized approaches to research, along with approaches that determine the pertinent questions and the answers based on researcher generated constructs and biases in advance of engagement with a community, and dialogue with those who constitute it. For this reason, this specialization highlights emic approaches to research that are based on participation and immersion into the life of a particular group, animal species, community or ecological place, as well as on ongoing reflection on one's own position and its effects, and sustained dialogical practice.

Our research goals reach beyond knowledge generation to impact issues of social justice, peacemaking, and environmental sustainability, with particular attention to the centering of epistemologies that have historically been devalued and silenced. We embrace Indigenous research methodologies taking into account the culturally based epistemological, ontological, and axiological assumptions of Indigenous groups in order to transform Western regimes of knowledge into more inclusive, pluralistic, and holistic paradigms that promote epistemic justice.

These commitments shift research from being "on" or "about" "others," to being a mode of inquiring *with* others in ways that are meaningful not only to academia but to the group engaged in the research and others aligned with their advocacies. For this reason, particular care must be given to how the research situation is constituted, as well as to the modes of the dissemination of the research findings beyond the creation of a dissertation for the student's own professional goals. Indeed, we welcome as part of the dissertation, alternative presentations that are suited to the community and its aims, including but not limited to oral approaches, arts-based approaches, written approaches useful to the community, and visual methodologies.

Dissertation Research in Jungian and Archetypal Psychology

The Jungian and Archetypal Studies specialization centers on the broad application of theory and is profoundly interdisciplinary at its core. For this reason, it shares the visions of research articulated by the other specializations, since many of our students are involved in the fields of psychotherapy, somatics, community work, and ecopsychology.

Due to our emphasis in archetypal studies, we find it useful to see research itself as an archetypal process which may follow certain mythological patterns: examples include the hero's journey; the love story of Psyche and Eros or Isis and Osiris; the descent stories of Inanna, Persephone, or Orpheus; myths of shamans engaged in soul retrieval; and the plethora of creation myths, to name a few mythic patterns. We seek to make explicit the archetypal roles our students take on while doing research: examples include the wounded healer, curious child, peaceful warrior, concerned lover, fierce mother, etc. We ask, what will it be like to be in that archetypal energy field during the years of dissertation research, and how will it serve the work? We also understand research to be undertaken with certain archetypal goals in mind, for instance storytelling, translation, creation, witnessing, healing, transformation, etc. Finally, we bring to research Hillman's four moves of archetypal psychology: personifying, or imagining things; pathologizing, or falling apart; psychologizing, or seeing through; and dehumanizing, or soul-making.

In addition to archetypal theory, we encourage our students to be reflective and reflexive by utilizing the theories of Jungian psychology, including understanding how complexes, persona, shadow, projection, transference and countertransference, the tension of the opposites and the transcendent function, may play a part in the research process. We encourage multiple ways of knowing which did not originate in Jungian studies, but are at home there, including dreams, visions, intuitions, active imagination, fantasy, synchronicity, art-, image-, and symbol-making, the wisdom that arises from somatic states, etc. We frame dissertation research as a significant part of the individuation process, both for the researcher and for the field of depth psychology itself; and we understand all research done in partnership with the creative, dynamic, autonomous unconscious to be fundamentally alchemical.

The Purpose of Doctoral Dissertation Research

The essential purpose of doctoral dissertation research is to make a worthwhile contribution to a field dedicated to understanding psychological life and to serving those individuals, families, groups, and communities who constitute contemporary culture as well as the *anima mundi* herself, the ensouled world. Such a contribution demonstrates doctoral candidates' proficiency with the literature, language, and methodologies of depth psychology, as well as the area of their particular research.

It is important to remember that all the great figures upon whose lives and works our own efforts in psychology are built started their careers by gaining acknowledgement in and admission to their fields by conducting often modest studies of significant but relatively circumscribed problems and questions. In some ways doctoral dissertation research may be compared to the final piece of work that artisans once produced to be admitted to their guilds. Few expected their work to change history, but rather to demonstrate a high degree of proficiency and serve as a passport into professional life. Nevertheless, a dissertation writer should hope to break new ground and to offer a meaningful contribution.

Overview of the Research Process

Research at Pacifica has a double burden: to contribute to the domain of depth psychology and to develop depth psychological approaches to understanding psychological life and service. It behooves students to have a general overview of the implications of this distinctive scholarly burden. This overview establishes very basic, broad, scholarly standards and expectations for research at Pacifica, regardless of the particular approaches, models, or methods students adopt for their own individual research projects.

We describe the evolution of research in depth psychology as doctoral candidates at Pacifica commonly experience it, which includes:

- Approaching research

- Imagining the dissertation

- Articulating a question

- Gathering data

- Analyzing data

- Reporting the research outcome

The discussion of each of these stages is not intended to be exhaustive or exclusive but merely to indicate general standards and parameters for doctoral research.

Approaching Research

The research faculty of Pacifica Graduate Institute recognizes that all research, regardless of how objective it purports to be, grows out of a particular philosophical stance that defines the possibilities and limits of research. For example, even the most stringent experimental design is based on and colored by the philosophical assumptions of logical positivism. The recognition and understanding of one's own philosophical stance is an invaluable resource in designing, conducting, and evaluating research.

In identifying their own approach to research, students need to consider not only the nature of their particular research interest and their philosophical assumptions about psychology in general, but also their own personal temperament. The research approach is a philosophical stance towards knowledge that may draw upon a variety of methodologies; it is not a methodology in itself. Think of it as the researcher's *demarche*, from the French word that describes one's basic gait or way of walking in the world. It constitutes one's position vis-à-vis the nature of reality (ontology) and human knowledge (epistemology). A researcher's approach, therefore, includes basic philosophical assumptions that shape the very way one goes about understanding the world. These assumptions include realism vs. idealism, monism vs. dualism, essentialism vs. constructionism, and modernism vs. postmodernism among others. Naturally, ontological and epistemological assumptions will profoundly shape the choices one makes in conducting psychological research.

For example, within psychology, two basic approaches include natural scientific psychology and human scientific psychology. Natural scientific psychology is akin to Dilthey's *Naturwissenschaften* (natural sciences), which espouses quantitative or calculative methodologies for psychological research. Human scientific psychology, akin to Dilthey's *Geisteswissenschaften* (human sciences), propounds more qualitative or contemplative methodologies for psychological research. Pacifica, in accord with its stated mission to tend the soul of the world, supports a particular perspective within psychology as a human science. This approach is centered on and guided by the psyche as an autonomous, creative partner in the work. It acknowledges the reality of the unconscious, recognizes the complexity, fluidity, and ambiguity of psychic phenomena, and respects multiple ways of knowing.

The choice of approach orients researchers to their topic and shapes and delimits both methodologies and findings. In choosing their own approach to research, students need to consider the nature of their philosophical assumptions about psychology, as well as their own position with regard to their research topic. In addition students should be self-reflexive and consider their own values and their impact on the research. Students' choice of a research approach is also significantly influenced by the focus and nature of their particular research project. A key distinction to remember is that a research approach is a philosophical stance towards knowledge in the field that may draw upon a variety of methodologies: it is not a methodology in itself. For example, students may take a phenomenological approach to research (staying close to lived experience), without using phenomenology as a research methodology. Although students actually choose a research approach very early in the research process, this is generally not discussed explicitly until writing the methodology sections of the concept paper and dissertation proposal.

Imagining the Dissertation

A great deal of preparation goes into the development and design of a doctoral dissertation research project. Much of this preparation occurs prior to ever putting pen to paper or fingers to keyboard. The first questions that face students in considering doing doctoral dissertation research are "What shall I research?" and "How shall I go about it?" However, a depth psychological approach to research recognizes that a number of attitudes and assumptions that can significantly influence students' decisions, and subsequent actions underpin these questions.

Years of experience in educational institutions plus related experiences in family and everyday life can contribute to the development of adverse complexes that can be awakened in the dissertation process. Such complexes underscore attitudes and beliefs that can easily hinder one's progress. Three particularly common obstacles are worth noting here: insecurity, grandiosity, and misconstruing the intent of dissertation research.

Insecurity about dissertation research

For many students, writing a doctoral dissertation presents psychological challenges in addition to the more obvious logistical demands. Insecurities may emerge about students' ability, intelligence, worth, knowledge, and sheer capacity to create a meaningful piece of psychological writing. Since the completed dissertation is often the first permanent and universally available record of their scholarship in psychology, anticipating doing such substantive, important work often brings up the self-doubt that has plagued students in the past. Similarly, since most students have never written a dissertation before, or taken on any research project of this magnitude, it may awaken new levels of self-doubt.

Although few, if any, students find the writing of a dissertation easy, anyone who has completed their graduate coursework already has the capacity to complete this final assignment. To reach this point, students must have had many successes along the way. Nonetheless, self-doubt may inspire students to honestly assess their work in a way that is critical without being self-demeaning. It may be helpful to conceive of doctoral research not only as an opportunity to make a contribution to the field, but also as an opportunity for self-knowledge, self-reflection, and self-development.

Grandiosity in Dissertation Research

If insecurity is one potential pitfall for researchers, the opposite, grandiosity—which is a common feature of academic life—is just as challenging. For example, many students harbor wishes that their dissertation will change the whole field of psychology and significantly impact culture. Others have difficulty recognizing that their research rests on the contribution of scholars who have devoted entire lifetimes to research in psychology and that eminence in this field, as in so many others, is slowly earned over a lifetime of careful craft.

Grandiosity, like insecurity, grows out of longstanding complexes in students' lives and should be addressed because it can easily inhibit or even paralyze one's work; alternatively, it may arise from a genuine desire to align with the mission of Pacifica, to tend the soul of the world, though it may conceive of the world too broadly. A healthy capacity for self-doubt, when balanced with a relatively healthy self-esteem, can serve as a critical psychic asset for the long and arduous work of dissertation research. It is helpful to bear in mind that your work is unlikely to change significantly the field of psychology or any sizeable portion of society at large. However it certainly has the potential for making a meaningful contribution to the field, particularly within a fairly circumscribed area; i.e., to tend the soul of this small but significant part of the world.

Misconstruing the Intent of Dissertation Research

Unfortunately, many students use the doctoral dissertation as a vehicle for demonstrating their intelligence, insight, authority, and opinions. In such works, the tone of the writing can veer toward polemics, sacrificing the epistemic humility and chronicle of

discovery that it is at the heart of most worthwhile psychological research. The notable exception to this, where students are expected to adopt a thoughtful, well-defended stance, is a dissertation that adopts a critical theory perspective. In such works, a strong, passionate, or provocative point of view towards an existing idea, belief, or practice can be an integral part of the research.

Articulating a Research Topic and Question

Perhaps the most significant feature of research is the identification and articulation of a passionate and worthwhile question. Pacifica's commitment to depth psychology makes special demands of students: the Institute assumes that students' research questions will grow out of important domains of their personal and/or professional lives. Students are required to identify the autobiographical origins of their research question and also to examine their predispositions or transferences to the topic. Pacifica expects that the pursuit of the question, no matter how personally meaningful, will also be relevant, meaningful, and useful for others. Researchers may choose from among a number of different methods for carrying out this interrogation. Qualitative methods are most common, although Pacifica also supports quantitative approaches. Regardless of the method researchers choose to interrogate predispositions or transferences, the interrogation involves both identifying and managing them for the purpose of maximizing openness and minimizing distortion and bias.

Another important aspect of articulating a question is establishing and clarifying its potential significance for the field of psychology. Developing a research question involves, first and foremost, establishing how the research question is germane. A second issue is determining where the question fits within psychology, for example, social psychology, somatic studies, personality theory, neuroscience, or psychotherapeutic practice. A third issue is how the research question relates to, or is informed by, research within other disciplines such as cultural studies, history, religion, literature, organizational behavior, political theory, gender studies, disability studies, and so on. Finally, the researcher should determine the theoretical and/or therapeutic gap the research aspires to fill.

Begin with Yourself

In selecting a research topic, Pacifica encourages students to begin with their own experience in life as persons and as professionals. What has a profound sense of personal vigor and relevance is likely to be valuable to others; indeed, students will need to defend the value and relevance of their particular topics. Whereas it is certainly acceptable to select a topic for its extrinsic value (e.g., it will help one move into a new vocation), choosing research with intrinsic intellectual interest helps carry you through the many months of labor ahead. Without such intellectual passion, a project can easily grow cold before the dissertation is complete.

Students who intentionally select a topic on the basis of personal or professional interests or life experiences face special challenges. Such a topic is likely to come with significant emotional intensity that merits three words of caution. First, consider whether it generates so much emotion that it is impossible to maintain the open, inquiring attitude that is crucial to good research. This may indicate that you have not adequately worked through the issue enough to insure adequate and appropriate scholarly distance. Second, it is especially crucial to attend to the depth psychological dimensions of the research. How will you be steadily vigilant of your personal predispositions, transferences, and complexes in

relation to the problem throughout the research process? Third, an ethical stance to research requires you consider the implications of sharing personal material which may compromise anyone in your life; in addition, you should consider whether sharing such personal material may compromise you professionally in the future.

Consider Others

Once you have begun to have a sense of what general topic or problem may have sufficient intrinsic intellectual interest to merit the devotion of so much time, energy, and expense, you must ask how this topic or problem may be of concern to others. Essentially this means identifying ways in which your topic is of value to other members of your society, including, of course, other depth psychologists. Therefore, you should seriously ask yourself how the topic might contribute to the development of depth psychological thought and practice. In short, how might new knowledge and understanding of your topic make a difference to others in your field? How might future scholars use your work to advance their own? What insights into problems or issues might your work yield? How might your research findings be used in teaching, parenting, psychotherapeutic practice, health care, business, or other applied settings? If the answers to all of these questions are unclear, the area may lack theoretical or practical relevance

An important aspect of identifying the significance of your topic for others is surveying relevant literatures in the field. This preliminary survey of published articles, books, and dissertations on your proposed topic has two purposes. On the one hand you need to determine whether or not the topic you are proposing has already been addressed in the manner you intend. If yes, is the topic already too overworked to carve out a special undeveloped area or approach? If no, and there is little or no existing literature on the topic, is there sufficient justification for undertaking a topic that, on first glance, does not seem to concern others in the field? As you survey the literature, it's a good sign if you uncover from 20 to 100 references in the first run; this number demonstrates that the need for research on the problem is recognized but, at the same time, not overly worked. Admittedly, many excellent topics will yield fewer or more references than this number. Although it is remotely possible that you have selected a topic that is so new or so unusual that no author has written about it, this is rarely the case. In such instances, as noted above, your challenge is to determine whether or not your topic actually *should* be of concern to the field of depth psychology in spite of the lack of apparent historical interest.

Hone the Question

One of the greatest difficulties beginning researchers have is developing an appropriate focus for their investigation. Students tend to be too general in their research aspirations. This hinders their ability to design an effective research plan that has a realistic chance of addressing the problem and answering the question within the reality of the dissertation clock. For example, a study on gender identity is not only likely to yield thousands of articles and books to survey but also so broad as to contain innumerable potential research questions. In such a circumstance, you would be prudent to delimit your question by selecting a specific aspect of gender identity, a specific population to investigate, or a specific, untried, approach to the problem. Of course, you could choose to delimit your problem in all three ways.

When drawn to a field that has already been well-plowed, it is useful to ask the question, "Why me?" Why have you in particular been drawn to this field? What do you in particular have to offer it? How have your life experiences prepared you to say something unique about it? Or, if we take seriously the reality of the autonomous and objective psyche, why might psyche have selected you to research this topic? What is she wanting to say through you about this topic?

Once having identified a research topic and problem, your challenge is to further sharpen and structure your research by formulating a specific research question. This may well be a lengthy process characterized by confusion and ambiguity as much as clarity. Often the researcher is confronted with the challenge of tending to what is unknown, in doubt, elusive, and unarticulated, "sitting with" the topic in very much the same way a therapist sits with a patient. So, while the goal is sharpness and structure, the process of achieving it is often quite fluid and protean.

The following example illustrates one possible way to move from topic to problem to question, tightening the focus at each step.

- Research Topic: gender identity in pre-adolescent Latino males

- Research Problem: There is currently no literature or research in psychology offering a depth psychological understanding of gender identity in pre-adolescent Latino males.

- Research Question: What is an object relations understanding of gender identity in pre-adolescent Latino males?

Although you might have only a hunch or intuition about your topic at first, eventually you will have to formulate an appropriate and effective research problem and research question. One of the most common impediments to this process is a researcher's ambitions. It is not at all unusual for students to wish to answer a number of often widely divergent questions on the same topic. For example, a student may ask in addition to the above question such questions as follow. How does gender identity in pre-adolescent Latino males influence their educational experience? How does gender identity in pre-adolescent Latino males eventually impact the rates of teenage pregnancy among Latino youth? How does gender identity in pre-adolescent Latino males correlate with adult employment records? Not only do such questions imply a number of unexamined assumptions and biases, they also inordinately add to the demands that are placed on the research and, therefore, inevitably on the researcher.

Prudent researchers try to reign in their ambitions and focus on the least possible number of unknowns. There is nothing at all wrong and, indeed, much right with asking a single, carefully worded research question. The more questions you ask, the more you have to answer. The more words you have in each of your questions the more words you will have to explain. Along with relevance, parsimony and elegance are preeminent values for researchers to embrace asking their research questions, not only for their own sake, but for that of their eventual readers as well.

It is often painful for students to lop off some of their questions. This makes sense, given that most students choose topics in which they are very passionately invested. Indeed, curiosity is one of the marks of a good scholar. However, it is important to recognize that the dissertation is your entrée into published scholarship. It is not your last word as a

scholar, but your first. We suggest tabling ancillary questions and following interesting tributaries for your post-graduate career.

Please note that if you are doing a quantitative study, this process of honing your research question may take a somewhat different form, often concluding with the statement of a research hypothesis. Nevertheless, clarity and parsimony are just as crucial for quantitative studies as they are for qualitative ones.

The Public Nature of Dissertation Research

As students are contemplating the research problem and question, it is important to be aware of the fact that a requirement for earning the doctorate is a published dissertation. The finished, complete work will become a public document in two ways. First, a bound copy of the work will be shelved at the Pacifica's Graduate library, where it is available to interested scholars and lay readers. Second, and more importantly, Pacifica students must publish their work in a digital format via ProQuest/UMI, an immense database of scholarly work easily and quickly available to anyone. As soon as students have a publication-ready manuscript (as described in Part 2, next), the work will be published. Though ProQuest/UMI offers three embargo options, six months, 1 year, and 2 years, which delays the publication of the work, Pacifica does not allow students to choose an embargo option.

Beyond electronic publication of the work by ProQuest/UMI, a digital copy of the dissertation may easily become available through other content providers such as Google Books and Amazon.com. In the digital age, authors cannot possibly control distribution. Though this means your work will be widely available to many more readers, it also means that you cannot know who, where, or when a digital copy of the work will appear.

As you are contemplating both your topic and the content of the dissertation, be mindful of this. For very good personal and professional reasons, you should be judicious in what you choose to include in the final work.

Gathering Data

Having selected a relevant research question, students' next methodological concern is to decide what kind of data they will draw upon to answer their question. There are three general kinds of data upon which psychological research is based: participant-based data, text-based data, and arts-based data.

Participant-Based Data

Participant-based data are data that are gathered directly from selected research participants. The particular kind of data provided by such participants depends on the research approach and methodology. All participant-based studies deal with empirical data, that is, the actual, concrete responses in behavior, gesture and language of real persons. Naturally, since these data are obtained from the responses of human participants, all such studies must adhere to specific ethical procedures and guidelines established by The American Psychological Association, Pacifica Graduate Institute, and any other institution directly involved in the research project. There are two different kinds of data used in participant-based studies: quantitative and qualitative.

Quantitative data. Quantitative, participant-based data are generally used in studies designed, for example, to demonstrate the relationship between two or more psychological

variables; to test a specific psychological hypothesis; to compare similarities or differences between particular social, ethnic, or developmental populations; or to evaluate certain psychological interventions. Quantitative methods aim to assess causal relationships between variables, predict outcomes, and measure intervention effects. Such data may be gathered in a number of ways including, for example, psychological tests such as multiple choice or Likert scale survey measures, structured protocols or surveys requiring closed ended, discrete responses from participants, and controlled experiments. Please note that many psychological tests are copyrighted, and that in quantitative studies it is important to utilize valid and reliable instruments in the measurement of variables. Occasionally, previously collected data may be used, such as are sometimes used in large-scale epidemiological research.

Qualitative data. Qualitative, participant-based data refers to various forms of descriptive data, that is, descriptions of human experience in written or recorded form. Such data may be gathered in a number of ways depending on the approach and methodology. For example:

- *Phenomenological* studies are usually based on descriptive, qualitative data from solicited written narratives or open-ended interviews.

- *Interdisciplinary qualitative studies* such as grounded theory, symbolic interactionism, conversational analysis, non-clinical case studies, biography, etc. are often based on first person reports, observations, or documents describing concrete human events or behaviors.

- *Ethnographic and participant observation studies* are based on descriptive, qualitative data usually in the form of field notes, some form of electronic recordings, or both and require the researcher to spend extended time in a setting.

- Certain *hermeneutic studies* may also be based on descriptive, qualitative data, such as a case study drawing on a patient's lived experiences and/or therapeutic dialog or descriptive data from solicited protocols or interviews.

- *Narrative studies* draw on the life experiences of individuals collected through interviews and storytelling methods.

- *Case studies* are in depth descriptions of one or more cases where data are collected from multiple sources.

- *Grounded Theory studies* are conducted by collecting data to develop theory. This method is used when there is no theory to support a line of inquiry.

Regardless of the design of a study, depth psychological research often includes autobiographical data, as well as researchers' biases, beliefs, values, and assumptions derived from the lived experience of the researchers as participants in their own studies. Examining one's own biases and assumptions is known as researcher self-reflexivity.

Researcher reflexivity in qualitative research. Because qualitative research methods involve the use of self as a tool of research inquiry, it is important that students attend to the processes of how their own experiences related to their topic and shape their relation to this topic. These processes must be clearly articulated not only in the initial statement of why and how students arrived at their topic, but also throughout their selection of methods, data

collection, data analysis, and dissertation write-up. The following statements about reflexivity may help illuminate the importance of this process.

> Reflexivity requires awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining "outside of" one's subject matter while conducting research. Reflexivity then, urges researchers "to explore the ways in which a researcher's involvement with a particular study influences, acts upon and informs such research." (Nightingale & Cromby, 1999, p. 228)

> There are two types of reflexivity: personal reflexivity and epistemological reflexivity. "Personal reflexivity" involves reflecting upon the ways in which our own values, experiences, interests, beliefs, political commitments, wider aims in life and social identities have shaped the research. It also involves thinking about how the research may have affected and possibly changed us, as people and as researchers. "Epistemological reflexivity" requires us to engage with questions such as: How has the research question defined and limited what can be "found?" How have the design of the study and the method of analysis "constructed" the data and the findings? How could the research question have been investigated differently? To what extent would this have given rise to a different understanding of the phenomenon under investigation? Thus, epistemological reflexivity encourages us to reflect upon the assumptions (about the world, about knowledge) that we have made in the course of the research, and it helps us to think about the implications of such assumptions for the research and its findings. (Willig, 2001, p. 10)

Each specific qualitative methodology often contains specific instructions for how the researcher accomplishes such reflexivity. For example, in phenomenology this process is termed epoche or bracketing (Giorgi, 1985; Moustakas, 1994), in grounded theory it is called memoing (Strauss & Corbin, 1994, 1999), and in ethnography it is participant observer reflexivity process (Richardson, 2000). In addition, the alchemical hermeneutic method (Romanyshyn, 2007) can allow the researcher to be reflexive not only regarding their conscious but also unconscious processes related to research. Students are strongly encouraged to find methodological articles and books related to their approach and use the suggestions of key methodologists within their selected approach about how to attend to the process of reflexivity throughout the research process.

Text-Based Data

The second general kind of data upon which psychological research at Pacifica is based is textual or, as it is sometimes called, archival. Text-based data are generally drawn from published or unpublished texts or manuscripts of a scholarly, scientific, literary, or theoretical nature.

- *Scientific texts* might include reports or analyses of research in various domains of study, including, of course, psychology.

- *Scholarly texts* might include works from literature, religion, history, or the arts. For example, essays offering cultural, scientific, or literary criticism are one such kind of scholarly text.

- *Literary texts* include, for example, poetry, short stories, novels, folk stories, mythology, biographies, letters, or published diaries.

- *Theoretical texts* are works presenting theoretical perspectives on psychological life including the domains of personality theory, human development, social existence, ethnicity, psychopathology, and psychotherapy.

A theoretical study using a hermeneutic methodology involves analyzing texts to extract central themes, form novel connections, and ultimately to construct a fresh theory or some unprecedented way of understanding the topic.

All researchers will, in the early stages of research, analyze text-based data because writing a concept paper or dissertation proposal requires a thoughtful review of the literature relevant to the topic. Known as the Literature Review, it features a cogent analysis of the texts that establish the ground of the research question, evaluates the quality of research that has already been done on the topic, and identifies gaps in knowledge or understanding. The preliminary analysis of texts for a literature review, which all students conduct, should not be confused with the methodology students propose to use to address their research question.

Arts-Based Data

Because Pacifica is committed to interdisciplinary study of psychological life, research in depth psychology often draws upon material emanating from the arts. Primary arts-based data can include:

- Paintings, drawings, sketches, photography, sculptures, fiction, poetry, and multimedia productions

- The artistic creations of patients in psychotherapy or participants in workshops, focus groups, etc.

- Film, theater, music, and dance productions

- Cultural or ethnic ritual, dance, or song

- Historical artifacts such as ancient engravings or woodcuts (e.g., the Rosarium or Thurneisser woodcuts), or illuminated manuscripts (e.g., the *Red Book*)

- Architecture, archeological ruins, or the artifacts of ancient cultures

In most cases, arts-based data is used to supplement, corroborate, or strengthen findings grounded primarily in participant-based or text-based data. However, in some cases arts-based data provides the primary evidence upon which studies in depth psychology draw.

Heterogeneous Interdisciplinary Data

Although research in depth psychology draws primarily on the kinds of data described above, many if not most depth psychological dissertations are interdisciplinary. Researchers seek information in the natural and human sciences, from philosophy, literature, the arts, and the humanities to clarify, enrich, and even substantiate depth psychological findings. Given the historical heterogeneity of data, it falls upon researchers to justify their data choices with reference to their particular research topics and to respect the distinctive nature, possibilities, and limitations of each kind of data. For example, text-based and art-based data are used for rhetorical or dialectical argument, not to demonstrate empirical fact.

Likewise, quantitative data are used to demonstrate probabilities, demonstrate correlations, make predictions, or test discrete empirically verifiable hypotheses. They are not as useful in elucidating lived, hidden, or underlying meanings of psychological life. Thus depth psychological researchers need to know the nature of the data they include in a study and to articulate their distinctive possibilities and limitations in generating knowledge.

Analyzing Data

Having developed a research question, identified a research approach, and decided which kind of data is most appropriate for their study, students' next methodological concern is choosing a method and procedure for analyzing their data. The research question and the nature of the research data will influence students' choice of method for data analysis.

Analyzing Participant-Based Data

Participant-based data requires researchers to make sense of the body of information drawn from the responses of a select group of human participants. Researchers can conduct either a quantitative analysis, a qualitative analysis, or use a mix of quantitative and qualitative methods (known as mixed methods research).

Analyzing quantitative participant-based data. Participant-based quantitative data from a sufficient number of participants, invariably require some form of analysis using specific statistical techniques. Initially, the outcome of such an analysis is given in mathematical language and usually presented in tables and charts. For instance, data may be analyzed with relevant statistical methods such as linear and multivariable regression, analysis of variance (ANOVA), factor analysis, cluster analysis and linear equation modeling, using computer-assisted software such as SPSS, the Statistical Package for the Social Sciences. Regardless, such data always require some kind of verbal analysis, which involves the selection and discussion of salient findings as well as a discussion of the implications of these findings for knowledge in the field of psychology. Note, however, that opportunities to do this kind of analysis are very limited unless students have access to an existing large dataset that maps to the research question. A de novo quantitative design, for instance, would usually require too large a sample size for a pre-doctoral (usually unfunded) student to conduct a meaningful quantitative analysis.

Analyzing qualitative, participant-based data. Participant–based qualitative data require some kind of qualitative analysis. Methods for analyzing qualitative data include hermeneutics, phenomenology, grounded field theory, ethnography, content analysis, discourse analysis, categorization analysis, heuristics, linguistics, and semiotics.   There are a host of digital research tools used for qualitative data analysis including, Atlas-TI, Nudist, or NVivo.

Each of the qualitative methodologies also is an approach to data analysis, carrying with it specific assumptions about the nature of reality and knowledge, as discussed earlier.

Using Multiple Methods to Analyze Participant-Based Data

Research using multiple methods, as distinct from mixed methods, proposes either two or more quantitative methods, or two or more qualitative methods, for analyzing the data. Though there are instances when the research calls for triangulating the data from multiple methodologies, most often students choose multiple methodologies out of a surface

understanding of each research paradigm. For example, a student may choose autoethnography and hermeneutics, without understanding that autoethnography is inherently hermeneutic (i.e., it is already interpretative by nature). Students are strongly encouraged to work with research faculty to discern whether or not they need each distinct methodology.

Regardless of the broadly conceived approach to data analysis and the particular methodology within that approach, researchers need to identify and articulate their interpretive lens. For instance, they may view and analyze data through the lens of Freudian, Kleinian, Kohutian, Jungian, archetypal, existential, or some other particular depth psychological theory, always remembering that the term "depth psychology" is an umbrella term for many different branches of psychology that assert the fundamental reality of the unconscious. Such researchers also need to articulate, where possible, which theoretical formulations they anticipate will play a central part in their data analysis. For example, a theoretical construct may come from personality theory (e.g., libido, self, ego, complexes, archetypes, etc.), developmental theory (e.g., fixation, oedipal or pre-oedipal issues, individuation, etc.), psychotherapeutic theory (e.g., transference, projective identification, coniunctio, etc.), archetypal theory (e.g., pathologizing, psychologizing, dehumanizing, etc.) or some other kind of depth psychological theory.

Reporting the Research Outcome

The preceding four stages of research are the prelude to conducting the research itself. Each stage—one, developing a research question; two, identifying a research approach; three, deciding on which kind of data is most appropriate for the study; and four, choosing a method and procedure for analyzing data—is part of the overall research design. The fifth and final stage includes carrying out the research and documenting the outcome, which results in the complete doctoral dissertation manuscript.

The primary purpose of the doctoral dissertation manuscript is to report the focus, structure, outcomes, and implications of the research to colleagues in the field, colleagues in other disciplines (when the work is interdisciplinary), and to the academic community as a whole. Although the specific form, organization, and language of this manuscript is largely dependent on the particular topic, the researcher, the research process, and the research findings, there are a number of general matters that should always be addressed within the manuscript. These matters include, among others, the topic, question, literature review, method, findings, evaluation, and implications of both the findings and the method for the field of psychology, and suggestions for further research.

Publishing your Research

Pacifica encourages students to become involved in publishing. The most obvious opportunity would be to publish your dissertation. However, this depends on whether or not the results merit publishing. Sometimes the best designed dissertations still do not produce publishable results. You should consult with members of your committee regarding the advisability of and various strategies for publishing. This may involve a collaborative relationship in which you work with them to make your dissertation sufficiently concise for a journal article or expand it to a book length. They can advise you on which journals or publishers may be appropriate and the steps required for publishing. In addition to your

dissertation, there may be opportunities to publish other material with various faculty members or practicum/internship supervisors.

External Doctoral Grants, Fellowships, etc.

Pacifica encourages students to seek out external grants, fellowships, bursaries, etc., for their dissertation work. The award of a grant or fellowship may confer professional honor as well as financial assistance. Grant-writing, however, is a sophisticated skill, and there is considerable competition for the major grants. This endeavor should be considered completely independent of the Institute, as it is predicated on the individual student's initiative and motivation.

Part 2
Seven Stages of Dissertation Research

This part describes the seven stages of completing a doctoral dissertation, including information about timelines, procedures, and processes that doctoral students should know thoroughly before they begin. It also includes important tips to ease the process of completing the dissertation-related degree requirements at Pacifica, suggestions for working with the dissertation committee, and information about when and how to stay in touch with Pacifica's Dissertation Office.

This part describes how researching, writing, and publishing a doctoral dissertation at Pacifica unfolds over time. It blends an explanation of the institutional processes and requirements with reflections upon the specific milestones in the student's creative process. Students who remain mindful of both aspects, institutional and creative, and integrate them in a truly comprehensive understanding of writing a dissertation, will enjoy a far smoother and more satisfying research experience.

Learning the seven steps in dissertation research now will greatly help students anticipate the tasks ahead, manage their time well, and stay in touch with the people who can help along the way. The seven steps, listed below and outlined graphically in the flowchart on the next page, are explained in the remainder of this part of the dissertation handbook. The completion of one step is a threshold necessary to move the next step in the sequence: it is a linear process. For students who initially registered for dissertation work before fall quarter of 2013, steps six and seven are in reverse order.

Step One: Writing the Concept Paper

Step Two: Registering for Dissertation Writing

Step Three: Forming the Dissertation Committee

Step Four: Writing the Research Proposal and Ethics Application

Step Five: Completing the Dissertation Research

Step Six: Preparing the Manuscript for Publication

Step Seven: Passing the Oral Defense

7 STEPS FOR SUCCESSFUL DISSERTATION COMPLETION

PACIFICA GRADUATE INSTITUTE DEPTH PSYCHOLOGY PROGRAM

STEP 1: CONCEPT PAPER APPROVAL
During the third year of coursework, student submits concept paper to research faculty for approval. Faculty reviews work and sends approval form, along with paper, to Dissertation Office.

STEP 2: REGISTRATION
Student reviews eligibility requirements for registration, then submits 2-year dissertation registration form to Dissertation Office.

STEP 3: FORMING THE DISSERTATION COMMITTEE
Student selects chair from program faculty list. Chair submits appointment form to Dissertation Office. Next, student works with chair to select reader, who signs and submits appointment form to chair. Then student works with chair to select external reader, who submits a CV for chair's review. Chair then forwards CV and appointment forms to Dissertation Office.

STEP 4: PROPOSAL AND ETHICS APPROVAL
Student submits proposal to committee for review & approval, then submits ethics application to chair for review, who also (as needed) seeks approval from RC and IRB. After both proposal and ethics application are approved, chair submits forms to the Dissertation Office. Student submits Intellectual Property Form directly to the Dissertation Office.

STEP 5: FINAL DRAFT APPROVAL
Student completes research and writing under chair guidance. When chair has approved final draft, student forwards it to reader and external reader for review/approval. They will then send approval forms to chair who will forward all approvals to Dissertation Office.

STEP 6: PREPARING THE MANUSCRIPT FOR PUBLICATION
Using D2L, student submits manuscript, which is then sent to Pacifica's proofreader. When the proofed copy is returned with corrections noted, the Dissertation Office sends it to the student for revision. After the student completes the revisions, the Dissertation Office spot-checks the revised manuscript to ensure that it is now ready for publication. Student must submit forms, print-ready manuscript, and be in good standing with Business Office before proceeding to Step 7

STEP 7: ORAL DEFENSE
When the student has completed all step 6 requirements, the committee chair can schedule the oral defense. Students should coordinate with committee members for a suitable date, keeping in mind the 3-week lead time required from when chair contacts the Dissertation

Step One: Writing the Concept Paper

Students often enter the doctoral program with one or more areas of research interest and, over the first two years of coursework, may develop and refine their ideas or discard those ideas in favor of a new topic that arises during coursework. Other students enter with no specific ideas and find passionate areas of interest along the way. By the third year, though, students are expected to conceive and write a dissertation concept paper in the dissertation development course, with the aim of having an approved concept paper by the end of the third year of coursework.

The dissertation concept paper, at Pacifica, is a vehicle for students to articulate a research topic and question, review some of the literature that contextualizes and supports it, and identify an appropriate research methodology. A complete concept paper is typically 15 to 18 pages in length. Though this may seem analogous to a term paper, the concept paper usually carries more intellectual and emotional weight since it is a thoughtful articulation of the student's creative and scholarly life for the next few years and is expected to identify a modest new contribution to knowledge in our field.

Pacifica encourages students to use their concept paper when contacting prospective dissertation committee members. The concept paper is an ideal way to acquaint a prospect with the topic, method, and you as a researcher and writer. An interested faculty can tentatively agree to work with you, but this agreement is only tentative. Students may not officially convene a faculty person for the dissertation committee until after they are registered for dissertation writing, which is Step Two (described next).

If a student does not complete an approved concept paper within their coursework, the student is required to do an academic tutorial with a research faculty member to finalize the concept paper. (See the Student Handbook for a copy of the Academic Tutorial form and information about enrolling in a tutorial.)

The steps for submitting an approved concept paper to the Dissertation Office are as follows:

- Students submit a final copy of their approved concept paper to their Dissertation Development instructor or the research faculty member with whom they completed the tutorial, along with a Concept Paper Approval form.

- The research faculty member prints a copy of the concept paper, signs the Concept Paper Approval form and submits both the paper and the signed form to the Dissertation Office.

- The Dissertation Office notifies the student that it has received the approved concept paper. If you do not receive notification within a week, contact the research faculty who approved the concept paper to follow up.

Once the concept paper and approval form have been submitted to the Dissertation Office, students have cleared this hurdle to register for dissertation writing. However, there may be other requirements, for instance, completing any coursework incompletes and being current with student accounts.

Prohibition on Joint Authorship

Students are expected to conceive of, design, research, and write a dissertation as a sole author. Therefore, each doctoral candidate must submit his or her own dissertation concept paper and final dissertation manuscript under single authorship. No doctoral dissertation sharing joint authorship will be accepted. If participatory action research is the chosen methodology, a student should carefully acknowledge all those who contributed to the project

What is a Concept Paper?

For Pacifica students, the first threshold for entering into dissertation work is the completion of an approved concept paper. The concept paper serves three essential purposes. First, it provides a structured opportunity to use engaged research and writing to develop your dissertation topic and question, the domains of your literature review, and an appropriate research methodology. Second it serves as a signal of your readiness to enroll in Dissertation Research so that the two year dissertation period does not begin before you are ready to begin working. Third, a good concept paper becomes a succinct statement of your interest and aims, and is thus a good document of introduction to be shared with potential committee members.

A concept paper is a succinct and thoughtful initial presentation of your proposed dissertation research. It includes an introduction to your research topic and its relevance for depth psychology, a preliminary review of relevant literatures, an initial formulation of your research problem and question, and a brief discussion of your proposed research methodology. Concept papers are short in length, running between 15 to 18 pages, excluding references and appendixes.

Shown below are two different ways to organize the content of the concept paper. Both are useful models for most students, though research faculty may suggest some variation in either of these outlines.

Organization A:

Purpose Statement, one paragraph

Introduction, approximately 4 pages

       Introduction to the Research Area or Research Problem

       Statement of the Research Question

       Relevance of the Topic for Depth Psychology

       Definition of Terms

       Researcher's Relationship to the Topic

Literature Review, approximately 6 pages

       Summary of Relevant Research Domains

       Literature Relevant to the Topic

       Literature Relevant to the Researcher's Theoretical Approach

Methodology and Procedures, approximately 2 to 5 pages

Research approach

Research methodology

Participants (if relevant)

Materials (if relevant)

Procedures (if relevant)

Ethical Considerations

References

Organization B

Purpose Statement, one paragraph

Introduction, approximately 4 pages

Introduction to the Research Area or Research Problem

Researcher's Relationship to the Topic

Relevance of the Topic for Depth Psychology

Statement of the Research Problem and Question, approximately 1 page

Literature Review, approximately 6 pages

Summary of Relevant Research Domains

Literature Relevant to the Topic

Methodology and Procedures, approximately 2 to 5 pages

Research approach

Research methodology

Participants (if relevant)

Materials (if relevant)

Procedures (if relevant)

Ethical Considerations

References

Purpose Statement

The purpose statement in the concept paper is analogous to an abstract for a journal article: a succinct and thorough summary of the paper designed to quickly orient the reader to your research. It describes the methodology, the purpose of the research, the unit of study to be undertaken, its central focus, and a general definition of the central concept. An excellent purpose statement can be as few as 150 words or even less. Though it opens the concept paper, it is typically written last—after students have thoroughly revised the work and know their research aim more precisely.

The following scripted statement for a qualitative study, derived from Creswell (1994, p. 59), is a useful model.

The purpose of this study will be to _____ (understand? describe? develop? discover?) the _____ (central concept being studied) for _____ (the unit of analysis: a person? processes? groups? site? texts?) using a _____ (methodology). The intention is to produce a _____ (cultural picture? grounded theory? case study? phenomenological description of themes or patterns?). At this stage in the research, the _____ (central concept being studied) will be defined generally as _____ (provide a general definition of the central concept).

A variation on the above purpose statement for quantitative research is the following (derived from Creswell, 1994, p. 64):

The purpose of this _____ (experimental? survey? correlational?) study is to test the theory of _____ that (compares? relates? assesses?) the _____ (independent variable) to _____ (dependent variable) for _____ (participants? sample?) at _____ (the research site). The independent variable(s) _____ will be defined generally as _____ (provide a general definition). The dependent variable(s) will be defined generally as _____ (provide a general definition), and the intervening variable(s), _____ (identify the intervening variables) will be statistically controlled in the study.

Consult Cresswell (1994, pp. 56-67) for examples of actual purpose statements for phenomenological, case study, ethnographic, grounded theory, survey, and experimental studies.

Introduction to the Research Area or Problem

In this brief section (usually 3-4 pages) students provide a general description of the research area or problem and state how it is of concern to the field of depth psychology. The introduction should provide an interesting and informative preface for the reader that expresses what the audience does not know or understand that the study hopes to rectify. Often, this introductory section will show the relationship between what has been learned in the past with our current understanding—particularly what is missing in our knowledge of the subject—and indicate how the proposed research may fill this gap. By the end of the introduction, readers should have a clear sense of how the proposed research will extend and enrich the field of psychology.

Naturally, how you express the research problem depends on the selected methodology. Quantitative designs often lead to the articulation of specific, testable hypotheses. In contrast, qualitative and theoretical studies require the articulation of a broader research opportunity, for instance, a lacuna that you noticed in the existing literature on the topic that your work will address. Formulating designs and research questions should be done in conjunction with appropriate members of the faculty.

Definition of Terms

If the research uses key terms or concepts which an audience of psychologists is unlikely to know, such terms may be very succinctly defined in the introduction or elsewhere

in the concept paper as appropriate. Any detailed elaboration of terms, for instance, an in-depth etymological analysis, is probably best left for the proposal.

Researcher's Relationship to the Topic

The introduction to the research area or problem in the concept paper may also include a brief account of the researcher's relationship (transference) to the topic; how he or she is called to the work. Due to the short length of the concept paper, this section probably cannot and should not fully explore the vocational aspect of the research; this is best saved for the dissertation proposal.

Depending upon the organization—A or B, described above, or another variation as directed by the research faculty)—this part of the concept paper may include other sections as well.

Statement of the Research Problem and Question

In some concept papers, a brief statement of the research problem and research question is a separate section, usually 1-2 pages, immediately following the introduction. Regardless of where the research question appears, it is the very heart and soul of the concept paper. What you write here not only defines the research, but also provides the most reliable and effective grounds for guiding and evaluating the work as it progresses as well as for eventually evaluating the research results. Before writing this section, you may want to reread the section above, entitled "Hone the Question."

The Research Problem

The main objective of the Statement of the Research Problem is a brief summary or synthesis of the present understanding of the area of research and its relevance for the field of psychology. This summary grows organically out of the introduction to the topic and usually consist of one or two well-written paragraphs. Effective statements of the research problem and question tend to include at least the following three components: a brief reiteration of the problem, a lucid and concise statement of the primary research question along with relevant auxiliary questions, and clear unambiguous definitions of key terms.

The Research Question

Whereas the process of arriving at a worthwhile research question is often characterized by confusion and uncertainty, the goal should be a concise, focused statement. Do your best to achieve clarity, parsimony, and elegance. Avoid unexamined assumptions or biases in the question, closed-ended questions that can be answered with a yes or no, and questions that imply their own answer. Remember the function of a research question is to open up the unknown, not fill it with hidden agendas. Imagine yourself as an explorer of the psyche, heading toward *terra incognita*, rather than someone traveling a well-worn and comfortable path. When asking the research question you should find yourself reminded of what it is you do not know or understand and what you hope to discover or comprehend. In critical theory research, the question reveals the researcher's stance and reflects what you intend to find evidence to support. Though it is not necessary to have auxiliary questions, they may be useful but only if they relate directly to the main research question. In other words, they should support and deepen the primary question rather than add tangential or related problems to consider.

Literature Review

The concept paper literature review is a thoughtful initial overview of published literature that usually runs 4 to 6 pages in length. It should cover the most important works or studies that touch upon the dissertation topic. Since the concept paper is a short document, however, you must be quite selective since it isn't possible to include all the relevant works available. (In contrast, the literature review for the dissertation proposal will be far more inclusive and lengthier.) It's important to be concise in discussing the research and examine only the most central issues, omitting more peripheral research or merely citing it.

There are three purposes of the literature review. First, the literature review demonstrates your preliminary familiarity with relevant literature. Second, it locates your topic effectively within the literature of psychology. Third, it demonstrates how your proposed work addresses the need for new research in the field. It is important to remember that your purpose is not to merely review the literature for its own sake, as one does in an annotated bibliography, but to clarify the relationship between your proposed study and previous work on the topic. To do this, organize your literature review thematically, based on the nature and focus of your investigation. For example, as you read, ask yourself questions such as:

- What does this work have to say about my topic?

- What aspect of my topic hasn't been addressed by this work?

- What are the limitations of this research?

- What additional research should be done?

When complete, your literature review should be a systematic, coherent introduction to relevant texts that leads readers through a logical progression of both theory and substantive data. Ultimately, its purpose is to create a compelling argument for the study you are conducting. This means convincing readers you are knowledgeable about existing works and, more significantly, providing a rationale for the proposed study to demonstrate why it is important and timely (Rudestam & Newton, 2001, pp. 56-58).

In addition to a review of literature relevant to the topic, students may also discuss texts that are relevant to the researcher's theoretical approach, orientation, or theoretical lenses through which the researcher will analyze the data. Concise, unambiguous definitions of the approach and some of the terms basic to your study are essential. For example, if you are doing a hermeneutic study, you need to include, either here or in your methodology section, a discussion of your interpretive stance not only with respect to depth psychology in general but also with respect to your particular stance within depth psychology (e.g., Freudian, Jungian, archetypal, imaginal, object relations, inter-subjective, existential, etc.).

You may choose any one of a number of different ways to organize the literature review depending on writing style and the particular demands of the research itself. Some students begin by reviewing the broad context of works within which their topic falls and then gradually narrow down the focus, step by step, until they reach the specific circumscribed domain of their own topic. For example, in a study of some aspect of the self psychological view of the idealizing transference, the literature review might begin with

therapeutic practice, then to self psychological views of transference, and finally to current research on the topic.

Other students, particularly those conducting interdisciplinary studies, may choose to organize their literature reviews according to the relevant disciplines, sub-disciplines, or theoretical approaches. Such a literature review would go about systematically showing how the literature of each particular discipline or theoretical approach has addressed the research topic and helps illuminate and define the research problem. Others may structure their literature review historically or chronologically, others dialectically with respect to opposing or contradictory points of view, and still others conceptually according to those basic concepts most salient to the research topic.

Naturally, as with all other writing in connection with your dissertation, this review should be organized in accordance with the APA's requirements for the structure, format, and use of headings and sub-headings. Taking some time to study these requirements will pay dividends in clarity and transparency to both you and your reader. Part 3 of this handbook includes a succinct summary of Pacifica-APA guidelines.

Methodology and Procedures

The first purpose of this section of the concept paper, usually 2 to 5 pages, is to demonstrate familiarity with literature relevant to the research approach and the proposed research methodology. The second purpose of this section is to describe, at least tentatively, specific procedures that you anticipate adopting for the study. In other words, this section succinctly articulates how you think about knowledge and research in depth psychology and what you intend to do to answer the research question. Thus, this section not only clarifies your own *demarche* and demeanor (see the previous section on "Approaching Research" in Part I of this Handbook), but also suggests some specific procedures for addressing the research problem. Although the methodology and procedures sections for concept papers tend to be quite brief as compared to dissertation proposals, they still include a concise, well-documented discussion of the research approach, methodology, participants, materials, and procedures.

Note: If you are planning to use a hermeneutic text-based methodology in the research, the concept paper need not discuss participants, materials, and procedures, described in the following pages.

Research Approach

This component of your methodology section offers a brief, documented discussion of your general approach to research, that is, your philosophical or epistemological stance. Issues such as human vs. natural scientific approaches to psychology, essentialism vs. constructionism, or monistic vs. dualistic conceptions of the world are some of the kinds of issues you may choose to address very briefly here. You may even choose to characterize your overall approach to research by identifying it more specifically, for example experimental, hermeneutic, phenomenological, imaginal, heuristic, feminist, Indigenous, critical race theory, decolonial, etc. Explain why this approach is well-suited to your research problem.

Research Methodology

The choice of methodology may be preliminary when developing the concept paper. Nonetheless, you should thoughtfully select a methodology that is suitable for the research problem and question. In discussing the research methodology, briefly describe its origin and history, cite the key authors who have contributed to our understanding, and succinctly summarize the author's points. It is also highly useful to explain the rationale for choosing this particular methodology.

The vast majority of students in the Depth Psychology specializations conduct qualitative research. The qualitative research methodologies employed in the Depth Psychology Program include (but are not limited to) phenomenological, ethnographic, hermeneutic, heuristic, case study, and narrative methodologies, as well as visual methodologies and participatory action research.

On rare occasions, a student can conduct quantitative research or a mixed-method study that combines quantitative and qualitative methodologies. This typically requires more training in quantitative research design and analysis than is offered in Pacifica's research curriculum, as well as continued mentorship throughout the dissertation research and writing process with an expert in quantitative studies. Students interested in this kind of study should speak to research faculty and the program's Research Coordinator.

Participants

Studies that use participants produce data from actual, concrete responses, behaviors, or words of real persons. Researchers then analyze this data using some kind of qualitative or quantitative method. It is essential that you state why you will select your participants. This can be best done by specifying your inclusion and exclusion criteria. The use of participants can occur in either quantitative or qualitative methodologies.

Researchers choose quantitative studies to evaluate psychological interventions, to examine relationships between two or more psychological variables, or to compare similarities or differences between different social groups and/or psychological dimensions. Quantitative research typically uses "human participants" who participate in the study by providing raw data via psychological tests (e.g., the MMPI-2) and instruments (e.g., survey questionnaires), or brief responses to some kind of written or verbal protocol. Researchers then analyze these data using quantitative or statistical methods. The aims of such studies should be modest because large-scale quantitative research usually requires significant funding not available to pre-doctoral students. Students with a feasible research design might conduct a pilot study as their dissertation project to see if the data "tend" in the hypothesized direction. Another possibility is to use quantitative instruments in a description fashion.

Many qualitative methodologies use data obtained from research participants who, in written narratives or open-ended interviews, typically describe experiences in their own words rather than by choosing among a selection of pre-formed responses. Qualitative research encourages the development of rich, idiosyncratic narrative detail where the exceptional, sometimes called a "statistical outlier" in quantitative studies, is valued as highly as the normative. Researchers doing a qualitative study may also use other sources that report experience, such as journals or autobiographies, or Internet sources such as blogs, etc.

Note: this section is not needed in hermeneutic research.

Materials

Many participant-based studies use materials such as survey questionnaires, outcome measures, or therapeutic tools to assess various aspects of the participants. If researchers plan to create or use such materials, these should be briefly described in the concept paper. For example, if a description of an instrument such as the Beck Depression Inventory-II is provided, it should not only include the general type of instrument, but the number of items, reliability, and validity.

Note: this section is not needed in hermeneutic research.

Procedures

This last component of your methodology and procedures section describes how you plan to put the method into practice. You need to succinctly state how you plan to conduct the research, for instance, what information you will provide to prospective participants about the study, where and how you will seek participants for the study, how you will screen them, where, when, and how interviews, if any, will take place, how you plan to analyze the data generated via the interview or written narrative, and so on. Typically, this will involve several steps so you should outline each of these.

Note: this section is not needed in hermeneutic research.

Ethical Considerations

If you anticipate using research participants you should identify possible ethical issues that may arise and provide prospective participants with an "Informed Consent" statement. This should describe the subject, aim, and intended use of the research. It also includes a discussion of how you will protect their identity, when the method calls for it, and the measures you will take to minimize or eliminate possible harm. If, for example, you use an intervention or an interviewing style that may produce distress, you will need to state what you will do to debrief participants or refer them to an outside resource for counseling. In addition, you will need to explain what procedures you will take to ensure that all participant records will be kept confidential, if appropriate to your study.

If you are interfacing with a particular group or community, also address the possible impacts of your participation on this group or community and any additional ethical concerns. Those undertaking ecopsychological and interspecies research may need to carefully create relevant ethical guidelines, in the absence of APA guidelines in these areas.

Researchers need to make every effort to comply with the American Psychological Association standards for conducting research with human participants. Later, when you expand this section as part of the dissertation proposal, you will submit a formal ethics application for review and approval. No researcher can begin collecting data from participants until an approved proposal and ethics application is submitted to the Dissertation Office, which is explained in more detail below.

References

Your concept paper must include a complete list of references used in your paper, whether these references were quoted or merely cited. No reference should be included that is not either specifically cited or quoted in your paper. Every reference should be carefully checked for correct APA formatting.

Following APA Formatting Guidelines

Properly formatted and cited research should be a concern from the very beginning, when students are writing the concept paper. Mistakes and oversights, including misspelled words, inconsistent punctuation, or incomplete citations, for example, are one measure of scholarly credibility and readers will notice. Moreover, it is far easier to get the formatting right in a 15-page paper than a 200-page final manuscript. The *Publications Manual of the American Psychological Association*, 6th edition (2009) is the student's ultimate reference.

Pacifica Exception to APA Style

Whereas APA style guidelines dictate one-inch page margins, Pacifica dissertations use a larger left margin, 1.5 inches wide, for the purposes of binding hard copies of dissertations.

How to Avoid Common Formatting & Style Errors

Some of the most common formatting errors Pacifica dissertation students make, which are easy to find and correct, include the following:

- Set the left margin to 1.5 inches and all others to 1 inch.

- Use Times New Roman size 12 font, double space, with no extra vertical space between paragraphs or subheadings. Double space the entire manuscript including the Table of Contents, block quotes, captions, headings, and references.

- Avoid widows (single lines at the bottom of a page) and orphans (single lines at the top of the page) by formatting paragraphs with Widow/Orphan control.

- Avoid italics, boldface, or quotation marks to emphasize a word or phrase in a paragraph. Write better sentences instead.

- Never use underline to identify the title of a text; use italics instead.

- Avoid capitalization except for proper nouns. Jung is a proper noun, depth psychology isn't.

- Omit leading or trailing ellipses from any quoted text, whether it is within a paragraph or in a block quote. Only use ellipses to indicate deleted text from the middle of the quotation. You may create an ellipsis manually (three dots with a space in between each one) or use Word's ellipsis symbol (…).If the deleted text exceeds one full sentence, use the ellipsis symbol and an additional dot, or manually enter four dots, not three.

- Format long dashes consistently and correctly. Use what is called an "em dash" with no spaces between the words it is separating.

- Use block quotes sparingly and, when possible, avoid them by separating the longer quote into smaller quotes which you weave into your work. Strive to embed block quotes within a paragraph so that the paragraph surrounding it, both above and below the quoted text, consists of your own analysis, reflections, and ideas.

- Check that every source cited in the text is in the list of references and that the spelling and capitalization are consistent.

- Use meaningful, succinct subheadings to alert the reader to the direction of the discussion. Be sure the discussion following keeps the promise of the subheading.

- Check for consistency between subheadings and table of contents entries.

APA Heading Levels

Once you have arrived at the proper organization of the concept paper—using the model described above as a guide—the headings must be properly formatted. First, determine how many levels of headings you use throughout the paper: two levels, three levels, four levels, or five levels. Next, format the headings according to the APA sample shown below. Note: even though the first two heading levels shown below are only a single line, all headings are formatted double-spaced.

Heading Level 1 is Centered, Boldfaced and Mixed Case

Heading Level 2 is Flush Left, Boldface, and Mixed Case

> **Heading level 3 is indented, boldface, sentence capitalization ending with a period.**

> ***Heading level 4 is indented, boldface, italicized, sentence capitalization ending with a period.***

> *Heading level 5 is indented, italicized, sentence capitalization ending with a period.*

Here are some key points to remember about headings:

- If an introduction is used, do not use a heading. It is assumed that the first part of the dissertation is an introduction.

- Follow good outlining technique and include two or more subheadings within a section, not just one subheading.

- Do not label headings with numbers or letters.

- Use the formatting down to the depth of headings in the work. For instance, if the dissertation has only two levels of headings, use the formatting for level 1 and level 2. If the dissertation has three levels of headings, use the formatting for level 1, level 2, and level 3.

- Do not join text of the following paragraph to the text of the heading. Keep the heading on its own line.

- Be sure to keep the headings with the paragraph that follows it on the same page. To ensure this, format the header so that it has Widow/Orphan control.

Submitting an Approved Concept Paper to the Dissertation Office

Students and faculty both play a part in ensuring the approved concept paper is submitted to the Dissertation Office in a timely manner. Here are the steps:

1. Students submit a final copy of their approved concept paper to their Dissertation Development instructor along with a Concept Paper Approval Form.

2. The instructor prints a copy of the concept paper, signs the Concept Paper Approval Form and submits both the paper and the signed form to the Dissertation Office.

3. The Dissertation Office notifies the student when it receives the approved concept paper. If you do not receive notification within a reasonable amount of time, contact the research faculty who approved the concept paper to follow up.

Once the concept paper and form have been submitted to the Dissertation Office, students have cleared this hurdle to register for dissertation writing. However, there may be other requirements, for instance, completing any coursework incompletes and being current with student accounts.

The Relationship Among Concept Paper, Proposal, and Final Dissertation

During the formulation of the doctoral dissertation, which occurs over several years, Pacifica students write three things: the concept paper, the dissertation proposal, and the final, complete dissertation manuscript. They are integrally related to one another and mark stages of the development of the researcher's ideas and work. Students sometimes discover that entire paragraphs or sections written for the concept paper remain largely unchanged and appear in the final, published work. That is to say, the creative work is cumulative and Pacifica's milestones are meant to be meaningful steps along the journey.

There is a useful metaphor, borrowed from architecture, to understand the relationship between concept paper, proposal, and final, complete manuscript. Imagine, for a moment, that the complete dissertation is like a finished building. How does the architect get there? By beginning with an initial sketch or vision (the concept paper) and then refining it to create a detailed blueprint or plan for the building's construction (the dissertation proposal). The sketch and the plan resemble one another and trace the evolution of the builder's vision. Just so, the concept paper is a thoughtful initial sketch and the proposal the detailed plan that documents the evolution of dissertation research.

Students working toward the proposal commonly find that they must make minor or significant revisions to the initial concept as their research unfolds, and as their understanding of the topic or the methodology changes. In most cases, it is not necessary to go back and re-write the concept paper, but to continue to work toward the proposal. However, significant changes in the focus on the topic, question, and methodology should always be discussed with the dissertation committee.

Step Two: Registering for Dissertation Writing

The requirements to register for dissertation writing vary among the depth specializations, as described below:

Community Psychology, Liberation Psychology, and Ecopsychology: Students are qualified to register for dissertation writing when they have completed their M.A.

requirements with no failing grades, are in good financial and academic standing, and have an approved concept paper. If they have program approval, students may register for dissertation writing concurrently with their other coursework.

Depth Psychotherapy: Students are qualified to register for dissertation writing when they have completed all of their coursework, passed their written and oral comprehensive exams, are in good academic standing with no failing grades, and have an approved concept paper. If they have program approval, students may register for dissertation writing concurrently with their other coursework.

Jungian and Archetypal Studies: Students are qualified to register for dissertation writing when they have completed their M.A. requirements with no failing grades, are in good financial and academic standing, and have an approved concept paper. If they have program approval, students may register for dissertation writing concurrently with their other coursework.

Somatic Studies Students are qualified to register for dissertation writing when they have completed their M.A. requirements with no failing grades, have passed the oral comprehensive examination, , have passed all the DPS 932 A, B, & C dissertation development courses and have an approved concept paper, and are in good financial and academic standing. If they have program approval, students may register for dissertation writing concurrently with their other coursework.

Doctoral Candidacy

Students who register for dissertation writing advance to doctoral candidacy and can refer to themselves, personally and professionally, as "doctoral candidates." Students who achieve candidacy may not indicate in public announcements or advertising that they hold a doctorate, nor append PhD-c or PhD-ABD to their name in printed material.

Staying in Touch with the Dissertation Office

The Dissertation Office begins its relationship with a Pacifica student when the concept paper and approval form is submitted. At that point the Dissertation Office creates a student folder that will contain all forms, letters, contracts, and other correspondence. During dissertation writing, students will be communicating with their committee, of course, but they also will receive vital information, via email and the postal service, from the Dissertation Office.

The Dissertation Office, like other departments at Pacifica, does not send email to students' personal email account. Instead, it uses the student email account at my.pacifica.edu primarily to preserve students' privacy as stipulated by FERPA regulations. (Students must log in with their unique user name and a private password to gain access to their Pacifica email.)

Important

Be sure to check your Pacifica email account regularly or have Pacifica email automatically forwarded to a personal email account you do check daily.

Keeping an Eye on the Clock

There are two clocks that doctoral students should pay attention to. The first is the Program Time Limit, a master clock for the entire doctoral journey that begins counting the first quarter of the first year of coursework. The duration of the Program Time Limit, or PTL, is eight years. Pacifica students are expected to complete all degree requirements before the PTL ends. Assuming the coursework is completed in three years, the ordinary duration, students will have five years to complete the research, prepare and submit the dissertation for print and digital publication, and defend it. The Program Time Limit is not suspended even if a student takes a leave of absence.

The second clock is the two year clock, when students enroll in dissertation writing. To maintain student status, it is important to remember when an enrollment period is about to end so that, if necessary, you can register for an additional year of dissertation writing. The Dissertation Office sends timely reminders via the postal service and with follow-up emails to students via their Pacifica email accounts.

When to Register for Dissertation Writing

Pacifica anticipates that most doctoral students will register for dissertation writing the first quarter following the completion of coursework. For a variety of reasons, some students may choose to delay registration whereas a very few students may seek program approval to register early.

Dissertation Start Dates for 2016-2017 Academic Year

Track J:	Sept. 16, 2016	Jan. 13, 2017	April 21, 2017	Aug. 5, 2017
Track K:	Sept. 16, 2016	Jan. 13, 2017	April 21, 2017	Aug. 5, 2017
Track P:	Sept. 16, 2016	Jan. 13, 2017	April 21, 2017	Aug. 5, 2017
Track S:	Sept. 16, 2016	Jan. 13, 2017	April 21, 2017	Aug. 5, 2017
Track T:	Sept. 16, 2016	Jan. 13, 2017	April 21, 2017	Aug. 5, 2017
Track TT:	Sept. 16, 2016	Jan. 13, 2017	April 21, 2017	Aug. 5, 2017
Track N	Oct. 6, 2016	Jan. 26, 2017	April 27, 2017	July 20, 2017
Track Y	Sept. 29, 2016	Jan. 5, 2017	March 30, 2017	June 29, 2017
Track Z	Sept. 29, 2016	Jan. 5, 2017	March 30, 2017	June 29, 2017
Track ZZ:	Sept. 29, 2016	Jan. 5, 2017	March 30, 2017	June 29, 2017

Early Registration

Students may petition to register for dissertation writing prior to the completion of their coursework. To do so, they need the approval of the program chair and/or research

coordinator. If students register for dissertation writing early, they remain enrolled and are expected to complete all remaining coursework with the cohort, doing both dissertation research as well as the normal course workload. Students should think carefully about whether or not the demands of their personal and professional life support this choice.

Delaying Registration

Qualified students may choose to delay registering for dissertation writing for personal or professional reasons by taking a leave of absence for one up to a maximum of four quarters. In fact, before starting the dissertation clock, students should feel ready to fully engage with the research. It is better to take a leave of absence than to enter the dissertation process tired, too busy, or unmotivated. However, as mentioned earlier, it is very important to keep an eye on the clock—the eight year Program Time Limit which begins counting down in the first quarter of the first year of coursework.

To delay registration, students must submit a Leave of Absence form to the Registrar or they risk administrative withdrawal. (Students may **not** take a Leave of Absence in the middle of dissertation writing, after they have registered.) However, taking a Leave of Absence has institutional and, in some cases, financial consequences, so please bear in mind the following:

Financial Aid	If you are a financial aid recipient, delaying registration may affect your student loans. Contact Pacifica's Financial Aid office for more information.
PTL	Students should be mindful of the Program Time Limit, or PTL, a master clock that counts down throughout their education at Pacifica beginning in the first quarter of the first year of coursework. If you delay registration, the PTL does not pause.

Fees for the Initial Two-Year Registration

Students registering for dissertation writing the first time are enrolled for 9 academic quarters, which is equivalent to two calendar years. Fees are based on the year the student entered the PhD program, as shown in the table below. One-ninth of the designated fee will be billed each quarter for 9 quarters. Any student who's final draft is approved prior to the end of their 9-quarter dissertation end date will automatically be billed the remainder of the 9-quarter fee. That is, students are responsible for the entire fee for this registration period, regardless whether or not they finish the work early.

A qualified student may register for dissertation writing at the start of any quarter of the academic year, Fall, Winter, Spring, or Summer. To do so, submit a Dissertation Enrollment form to the Dissertation Office at least a few weeks before the quarter start but no later than 5 p.m. on the first day of the registration period. Financial aid recipients must send the registration form six weeks before the quarter start.

Date of Entry	9-Qtr. Fee	Quarterly Payment
Fall 2012	$26,484	$2,942.67
Fall 2013	$27,014	$3,001.56
Fall 2014	$27,014	$3,001.56
Fall 2015	$28,100	$3,122.22
Fall 2016	$28,500	$3,166.67

Information for Financial Aid Recipients

Students enrolling in the dissertation phase of the PhD program may be eligible for the Direct Loan program. To apply, students must complete the Free Application for Federal Student Aid (FAFSA) form each year. Federal regulations require all financial aid recipients to maintain satisfactory academic progress toward completion of degree requirements for continued eligibility.

Enrollment in the dissertation phase is considered to be enrollment on a half-time basis. All eligible financial aid recipients entering the dissertation phase of the program will be awarded Direct Loans on a borrower-based academic year. In other words, from the time the nine-quarter dissertation period begins, the financial aid will cover four consecutive quarters for two years, and then one last quarter for the total of nine-quarters. For example, with a dissertation start date in winter quarter, financial aid will cover four consecutive quarters (winter, spring, summer, and fall) twice, and then one last winter quarter.

Upon completion of the first four (4) quarters of the nine-quarter dissertation period, the Financial Aid Office will confirm students' active participation in the dissertation process. Active participation is defined as submission of written materials beyond the initial concept paper and ongoing consultation with students' dissertation committee, or as outlined by program. Once active participation in the dissertation process is confirmed, students may be eligible for additional Stafford Loans during the remaining five-quarters of the nine-quarter dissertation period.

If additional time beyond the nine-quarter dissertation period is necessary for completion of the dissertation, students must enroll in the extended one-year clock. Students will be eligible for Direct Loans during the annual extension following the nine-quarter dissertation period provided the dissertation committee has approved the student's proposal and submitted the approval form to the Dissertation Office. Proposal requirements are defined by each program and are included in this dissertation handbook. It is the student's responsibility to stay in contact with their committee and to follow-up on the progress of their proposal approval. Please be aware that all pending financial aid will be canceled once the final draft of the dissertation is approved.

Here are the financial aid satisfactory academic progress (FSAP) requirements for recipients of federal financial aid:

- First four quarters of initial nine-quarter dissertation period: Successful completion of coursework requirements as defined by FSAP policy for coursework requirements.

- Remaining five-quarters of initial nine-quarter dissertation period: Continued financial aid eligibility requires confirmed submission of written materials beyond the initial concept paper and on-going consultation with the dissertation committee, or as outlined by program.

- Third year/One-year extension: Continued eligibility during the one year following the nine-quarter dissertation period requires dissertation committee approval of the proposal and submission of the approval form to the Dissertation Office.

Those students who are receiving financial aid should be aware that their dissertation chairs have to provide information on a student's "Satisfactory Academic Progress." This includes telling the Financial Aid Office whether a student has (1) formed a full dissertation committee and communicated with the members; and (2) submitted written work beyond the concept paper that contributes to the dissertation proposal.

Important

Federal financial aid is not available beyond the 13 quarters. All pending financial aid will be canceled once the final draft is approved.

Suggested Timetable for Completing in Two Years

Pacifica is committed to supporting students so that the dissertation is successfully completed with the 8-year program time limit and also reflects the academic standards of the Institute. Ideally, Pacifica would like students to complete their research and writing in two years and has seen many students achieve this goal.

Not all researchers work in the same way, of course, and many discover that they are far more effective when letting the research process unfold and determine its own schedule. Other researchers, however, work best with a more predetermined prospectus. For these latter students, presented below is a suggested timetable for finishing a dissertation comfortably within two years.

0-2 months	This is a time to officially set up the committee. Engage a prospective dissertation chair and confirm the chair's availability. Students should use their concept paper to begin dialogue and set research goals. Consult with the dissertation chair on the reader and external reader possibilities. Start to expand the literature review.
2-6 months	Work towards a clear understanding with the chair about the direction and structure of the dissertation. This may involve a number of meetings and/or phone discussions. The process may begin with some reworking of the concepts initially presented. This period will be crucial in terms of writing the proposal. After students have clarified the structure of the literature review, commit to a period of intensive research and library work. Work with the dissertation chair on methodological issues; these will form an important part of the proposal, particularly in a qualitative or

	quantitative dissertation. Review other dissertations with similar methodologies.
6-12 months	Set the "one year point" as an outside date for the completion of the proposal. The proposal is an important milestone. From this point on the overall project has its shape and direction. Putting in the necessary effort to get to this point will fuel the rest of the dissertation. Remember to allow up to 6 weeks for committee members to turn material around. The chair must approve the proposal before it is sent to the reader and external reader.
12-18 months	This period places students at the core of the dissertation process. Here it is critical for students to formulate their own timetable, with intermediate goals and rest periods. Based on students' experience writing papers during coursework, it may be helpful to students to imagine how long it will take to complete a chapter. Set a realistic schedule accordingly. Some sections will move along better than others, so be flexible. Short-term goals based on past experiences will help. Students should remember to "reward" themselves after meeting one of these goals. Students should stay in contact with their chair; checking in from time to time will keep anchored to the process.
18-24 months	It is vital that students set a first-draft deadline around the 18-month point. This allows time for each committee member to review the final draft (this may take up to 6 weeks for each review) and for necessary revisions. It is recommended that students keep documentation of the date their manuscript is sent to committee members. Remember that the chair must approve the final draft before it is sent to the reader and external reader. Students will also need to submit the manuscript for format proofreading and finalize the manuscript for publication, and prepare and conduct their oral defense. Allowing 3 months for these processes is not unrealistic.

Registering for Additional Years of Dissertation Writing

Pacifica strongly encourages students to complete their scholarly research and writing within the first 9 academic quarters of registration, or two calendar years. However, this is not always possible; in these cases, students may register for an additional year of dissertation writing, up until the time the PTL expires. To do so, complete the Dissertation Registration form and send it to the Dissertation Office approximately four to six weeks before the current registration period expires. Check your Pacifica email account for confirmation from the Dissertation Office that it has received and processed the registration, or discovered any problems that you need to address in order to successfully register.

Extended One-Year Enrollment Fees

Students enrolling in an extended one-year dissertation clock will be billed as follows:

Academic Year	Full Year Fee	Quarterly Payment Fee
Fall 2015 - Summer 2016	$13,242	$3,310.50
Fall 2016 - Summer 2017	$13,507	$3,376.75
Fall 2017 - Summer 2018	$13,700	$3,425.00
Fall 2018 – Summer 2019	$14,050	$3,512.50

Extended One-Year Clock Payment Options

Option 1:   Pay the one-year fee indicated above at the start of the extended one-year enrollment period.

Option 2:   Pay one-fourth at the start of each quarter. See quarterly payment figures above.

Option 3:   Financial Aid recipients must complete the FAFSA form each year and maintain satisfactory academic progress toward completion; may qualify for up to $20,500 annually. During the extended one-year enrollment clock, one-fourth (1/4) of the fee will be deducted from the Direct Stafford loan(s) each quarter. Excess loan funds will be made available to the students each quarter for educational expenses. Contact the Financial Aid Office for complete details at financial_aid@pacifica.edu or (805) 969-3626 ext. 137.

Petitioning for a One-Quarter No Fee Extension

Near the end of the dissertation enrollment period, either the 9-quarter two-year registration, or the additional year, students may petition for a one quarter, no fee extension. Students cannot petition for an extension in the middle of an enrollment period.

Extensions are granted for one of three reasons: a short illness, the sabbatical of a committee member who is core faculty at Pacifica, or because the student (who must have all three proposal approval forms on file with the Dissertation Office) is near-completion.

To petition for the extension, students fill out the one-quarter no fee extension form citing the reason for the request and send it to the Dissertation Office via mail, fax, or email approximately 4 weeks before the current enrollment period expires. Then check your Pacifica email account for notification about the status of the petition or other correspondence related to it, since the Dissertation Office will contact you at my.pacifica.edu if it needs any additional information. The Dissertation Office sends students a copy of the approved form.

Taking a Leave of Absence Once Dissertation Writing has Commenced

Students are not permitted to take a leave of absence in the middle of a registration period, that is, during the first two-year registration period or during any subsequent one-

year registration periods. They can take a leave at the end of either the two-year or additional one-year registration periods, but once they do, the dissertation committee is dissolved.

If students wish to continue after a leave of absence, they must first register for an additional one-year dissertation period and then reconvene a committee. Keep in mind that new committee members are not obliged to accept work that former committee members deemed acceptable, and that previous committee members are under no obligation to rejoin the committee.

Step Three: Forming the Dissertation Committee

A dissertation committee at Pacifica is comprised of the dissertation chair, a reader, and an external reader. Once the concept paper has been approved by one of the research faculty and students have registered for dissertation writing, they may officially convene the committee members. However, it is highly likely that a student may already have approached some faculty to see if they might be interested in serving on the committee. In fact, Pacifica recommends that students give some thought to this as they are developing the dissertation concept paper by reflecting on and seeking out likely faculty members and academics outside of Pacifica.

This is where the concept paper can act as an ambassador for you and your work. However, remember that any and all verbal commitments made before you register for dissertation writing are unofficial. No promise is official and formal until you and the committee member have filled out and submitted the appropriate paperwork: the Chair Appointment Form, the Reader Appointment Form, and the External Reader Appointment Form.

Selecting and Working with the Committee

In choosing a committee, try to gather a committee that has knowledge or expertise with the research topic and methodology. Ideally at least one of the committee members will be able to address each of these two major concerns of topic and methodology. Although a "good fit" with reference to compatible personality style is also important, this fit should not come at the expense of helpful knowledge and expertise. Committee members should have a doctorate in psychology, a related field, or a field that is foundational for the study. Students are expected to avoid dual relationships in the selection of the committee as outlined in the Student Handbook.

Students progress through the dissertation process more easily when they work closely with their committee members from the beginning. Keep in mind that the dissertation chair, reader, and external reader are dedicated to helping you succeed. They support your goal of producing a quality dissertation and completing your doctorate degree. Therefore, you will find it helpful to communicate with your committee at every important juncture in your planning and writing. By staying in touch throughout the process, you will optimize the chances of any unpleasant surprises later.

Both students and committee members must respect the maximum six-week turnaround time for submitted materials (this period begins once each committee member has received the materials). Please discuss any problems arising from time-frame issues directly with the committee members involved and, if unresolved, with the research coordinator.

Members of the committee are encouraged to communicate with each other throughout the dissertation process, but most especially when the proposal and final draft are under review. However, the dissertation chair can call a formal meeting of the committee at his or her discretion at any time. When committee members cannot meet in person, this meeting can be held through a telephone conference call.

Important

Once committee members are convened, a contract is issued for their participation in the dissertation work and students are not permitted to fire or replace committee members. However, in rare cases of well-documented committee dysfunction, the student may contact the program's Research Coordinator to discuss the situation and seek a remedy. This sometimes results in the willing resignation of the committee member and his or her replacement.

The Dissertation Chair

One of the most important decisions students make in the process of considering and conducting doctoral dissertation research is the selection of a chair. The chair should be someone with whom a student can work compatibly and who also possesses knowledge or expertise in the research topic or methodology; the chair need not, however, be a widely acknowledged expert in the field. He or she will be the central person responsible for guiding the student through the dissertation, and the one who ensures the integrity of the Institute's dissertation guidelines as well as the academic standards of the field. The chair is available for consultation in initially setting up the dissertation committee, and oversees the activities of the committee once the dissertation period begins.

After you have identified a prospective chair, you should approach that person, describe your project, and offer a copy of your concept paper. If the person agrees to become your chair, you will complete and submit the Chair Appointment form to your chair *after* you have registered for dissertation writing. The Dissertation Office does not accept these forms until you are registered.

The chair must be a core faculty member of Pacifica Graduate Institute, or an adjunct faculty member approved by the research coordinator. In certain instances the research coordinator may also approve contributing faculty members, guest lecturers, or scholars from another institution

The Responsibilities of the Chair

The dissertation chair is likely to be a student's principle mentor during the research and writing of the dissertation, and his or her responsibilities include the following:

- Signs the Dissertation Chair Appointment form and submits it to the Dissertation Office.

- Upon review of the concept paper and discussion of the project with the student, works to define the direction of the dissertation and assists in the development of a promising and appropriate dissertation research proposal.

- Approves the appointment of the reader and the external reader to the committee, submitting the appropriate forms to the Dissertation Office.

- Reads the dissertation proposal and submits an evaluation to the student, requesting revisions as necessary. Signs the "Acceptance of Dissertation Proposal" form and forwards it to the Dissertation Office. Advises the student as to when to send drafts to other committee members.

- Directs the student in submitting the ethics application. When the proposed research uses human participants, the chair reviews and approves the ethics application in consultation with the program's research coordinator and Pacifica's Institutional Review Board (IRB), and forwards it to the Dissertation Office.

- Discusses the proposal with the other committee members and oversees revisions, as necessary, until the proposal is approved by the full committee. Reviews "Acceptance of dissertation proposal" forms sent to chair by other committee members and forwards them to the Dissertation Office.

- Reads the completed draft of the dissertation; submits an evaluation to the student, requesting revisions as necessary. Approves the final dissertation draft and signs the Acceptance of Dissertation Final Draft form after revisions, if any, have been incorporated into the dissertation. When appropriate, instructs the student to forward it to the other committee members.

- Discusses the final dissertation draft with the other committee members and oversees revisions, as necessary, until the final draft is approved by the full committee.

- Reviews the Acceptance of Final Draft forms sent to the chair by the other committee members and sends them to the Dissertation Office.

- Coordinates with the student and the other committee members in setting a date for the oral defense.

- Hosts the oral defense.

- Signs the Completion of Defense form.

Convening the Chair

Before registering for dissertation writing, students may have an informal commitment from a faculty member to chair the dissertation committee. Any such agreement *must* be formalized after registering for dissertation writing. To do so, students complete the "Dissertation Chair Appointment form" and send it to the chair. The chair signs the form and submits it to the Dissertation Office. Once the Dissertation Office processes the form, it sends a letter to the student and the faculty officially notifying them that the chair has been convened.

Once the chair is convened, students begin seeking a Reader and External Reader, but are encouraged to discuss possible candidates with the chair. When the choice is settled, students complete and submit the appropriate appointment forms to the chair, along with the proposed external reader's curriculum vitae. The chair then sends the forms to the

Dissertation Office for processing and these nominated committee members are officially invited onto the committee.

It is a good idea for the chair and the student to communicate frequently about proposed timetables for submitting and reviewing work, and any other constraints on their time, so that the process goes as smoothly as possible.

Faculty Sabbatical

Approximately every three years, Pacifica core faculty members are allowed to take sabbatical for one quarter, during which time they are not expected to work with dissertation students. Faculty should notify students of an upcoming sabbatical well in advance of the start date so that students can plan accordingly. If, at the end of a registration period (either the initial two-year or extended one-year registration), students need to continue working on the dissertation, they can apply for a one-quarter no-fee extension, citing "committee member sabbatical" as the reason.

The Reader

There are two readers on Pacifica dissertation committees, an "internal" reader who most often is affiliated with Pacifica and an "external" reader, described next, who is not. Both kinds of readers work with the student and the chair to complete the dissertation and often are selected because they have expertise in the dissertation topic or methodology. In many instances, both readers complement the areas of strength or weakness of the chair.

Qualified candidates for the reader position are rarely core faculty in any program at Pacifica. However, readers are typically associated with Pacifica, for instance as adjunct faculty, a guest lecturer, or as an internal mentor (chair, advisor, or reader) on Pacifica dissertations.

Qualified candidates must have a doctorate in psychology, a related field, or a field that is foundational to the study. In rare cases, it may be acceptable to convene an internal reader who has the highest degree granted in their field, for instance, an MD or an MFA. If this is the case, speak to your chair and your program's research coordinator to get written approval for the exception.

NOTE: In the Community Psychology, Liberation Psychology and Ecopsychology (CLE) specialization either the Reader or the Chair must be a Core CLE faculty, or Distinguished Visiting Scholar. If neither is available, there must be at least one person on the committee who has taught in CLE.

The reader works with the dissertation chair to mentor the student and ensure the quality of the research by fulfilling the following responsibilities:

- Within six weeks of receiving the dissertation proposal, evaluates the work and submits a report to the chair and to the student. Continues to review subsequent drafts of the proposal as needed, taking no more than six weeks for each review cycle. When the quality of the dissertation proposal is acceptable, completes and submits the "Acceptance of Dissertation Proposal" form to the chair.

- Within six weeks of receiving the complete dissertation draft, reviews the work and submits a report to the chair and the student. Continues to review subsequent drafts of the manuscript as needed, taking no more than six weeks for each review cycle.

When the quality of the complete manuscript is acceptable, signs the "Acceptance of Dissertation Final Draft" form and sends it to the dissertation chair. (In some cases the internal and/or external reader may wish to read and approve your chapters as you complete them. Work with your committee members to know when this is appropriate and/or advantageous)

- Participates in the oral defense of the dissertation in person, on the telephone, or by sending a question.

The External Reader

The purpose of the external reader is to provide an outside perspective on the dissertation research conducted by Pacifica students. Qualified candidates should have expertise in your topic of interest or research methodology and be able to evaluate your work from a scholarly vantage point. They must have a doctorate in psychology, a related field, or a field that is foundational to your study. In rare cases, it may be acceptable to convene an external reader who has the highest degree granted in their field, for instance, an MD or an MFA, but speak to your chair and your program's research coordinator to discuss this.

Because Pacifica Graduate Institute takes seriously the idea of an outsider's perspective, the external reader may not be a graduate of Pacifica; may not be a current member of Pacifica's core or adjunct faculty; may not have recently taught at the Institute (i.e. within the past five years); may not have held any administrative position here; and may not have served as an internal mentor on any dissertation committee at any time in the past five years (this includes the roles of advisor, chair, internal reader, and coordinator). In addition, the external reader must not have a dual relationship with the student (i.e. supervisor or therapist, employer, close friend, family member, etc.). Students should consider these limitations as they begin to seek qualified candidates to serve as external reader. It also is a good idea to discuss potential external readers with the dissertation chair, and also to check with the Dissertation Office regarding an external reader candidate to discover their previous relationships with Pacifica.

The external reader works with the dissertation chair to mentor the student and ensure the quality of the research by fulfilling the following responsibilities:

- Within six weeks of receiving the dissertation proposal, evaluates the work and submits a report to the chair and to the student. Continues to review subsequent drafts of the proposal as needed, taking no more than six weeks for each review cycle. When the quality of the dissertation proposal is acceptable, completes and submits the "Acceptance of Dissertation Proposal" form to the chair.

- Within six weeks of receiving the complete dissertation draft, reviews the work and submits a report to the chair and the student. Continues to review subsequent drafts of the manuscript as needed, taking no more than six weeks for each review cycle. When the quality of the complete manuscript is acceptable, signs the "Acceptance of Dissertation Final Draft" form and sends it to the dissertation chair.

- Participates in the oral defense of the dissertation in person, on the telephone, or by sending a question.

The Role of the Research Coordinator

The role of the research coordinator is to insure that the research model as presented in the Dissertation Handbook is understood and respected by all parties involved. It includes the following responsibilities:

- Reviews requests by a student to register early for dissertation writing.

- Serves as arbitrator in cases where, after many efforts at resolution, the tensions in a dissertation committee become detrimental to the work of the committee. (See "Committee Dispute Procedures" below.)

- Reviews all Use of Human Participants projects and upon approval, signs the Ethics Approval Form and sends it to the Institutional Review Board (IRB) for final authorization.

- Serves on the Council of Research Coordinators to discuss changes to Institute-wide dissertation processes and policies.

- Serves as a member of the Institutional Review Board (IRB) of Pacifica Graduate Institute according to the policies of the Council of Research Coordinators. (Membership is assigned annually on a rotating basis).

- Makes revisions to the Dissertation Handbook in light of suggestions from faculty.

Committee Dispute Procedures

On occasion, disputes will arise between a student and a committee member (or members) concerning either academic or procedural matters. All such matters should be first directed to the attention of the committee's dissertation chair and resolution attempted in this context. If the dispute cannot be resolved in this context, the following provisions apply:

- Academic and procedural matters should be directed to the program's research coordinator. If necessary, the research coordinator will consult with the Dissertation Policy Director to resolve the issue.

- If the academic dispute is between the student and the dissertation chair and remains unresolved, the matter will be adjudicated by the research coordinator.

- If the research coordinator cannot resolve an academic dispute or is personally involved in a dispute that remains unresolved, the matter is directed to the chair of the program.

- Any dissertation dispute that cannot be resolved within the program is referred to the Dissertation Policy Director.

Most disputes are resolved directly between the student and the committee member. Importantly, if an impasse is reached, a student may request the withdrawal of a committee member; however, the student cannot enforce such requests, rather the committee member must voluntarily withdraw.

Step Four: Writing the Research Proposal and Ethics Application

After students register for dissertation writing and convene the committee, they begin the process of writing the research proposal. Most proposals are approximately 40 to 80 pages in length and become, in time, part of the complete dissertation manuscript.

The dissertation proposal grows organically out of the concept paper. In fact, the four major sections of the concept paper—Introduction, Literature Review, Statement of the Research Problem and Question, and Methodology—form the proposal, only they are lengthier, more detailed, and demonstrate greater scholarly competence.

The dissertation proposal, to an even greater degree than the concept paper, thoughtfully articulates a coherent and promising research design that demonstrates a student's readiness to conduct doctoral level research. The proposal systematically formulates a research problem, reviews relevant foundational literatures, and explicates methodological issues and procedures. Although depth psychological research often includes poetic, literary, and autobiographical material, the overall tone and language of proposals and dissertations are scholarly and address a professional, academic community of fellow scholars. Proposals are thus written in the modest voice of a seeker of knowledge who desires to contribute to the discipline of depth psychology and to the development of depth psychological scholarship.

Given the interdisciplinary nature of depth psychology and the diversity of research approaches and methodologies used at Pacifica, it would be impossible to establish a single, general template for every possible kind of research design. Instead, this section merely attempts to establish some broad scholarly standards and expectations, leaving the particularities of design, research methodology, and manuscript organization for individual researchers to determine in consultation with their committee members. The intent is to establish some general institutional expectations and standards for research, while, at the same time, allowing for the continued development of a variety of appropriate designs. For information and guidance on specific research approaches you should consult appropriate course material, research faculty, or members of your dissertation committee. A number of research faculty have developed methodological resource portfolios that include literature, references, and sample proposals explicating specific approaches.

The Organization of the Dissertation Proposal

The dissertation proposal follows nearly the same organization as the dissertation concept paper, the key differences being that the proposal is more detailed, thorough and hence longer discussion of each of the major components: Introduction, Literature Review, Statement of the Research Problem and Question, and Methodology. Whereas a good concept paper is approximately 15 to 18 pages organized as a single essay, a complete dissertation proposal can range from 40 to 80 pages and can consist of one, two, or three dissertation chapters.

There is an organic relationship between the concept paper and the proposal: one grows into the other, so that little or none of your thinking, research, and writing need be wasted, although it is sometimes the case that there are changes in literature review categories, methodology/ies, or research questions; these should be discussed with your committee members. Moreover, the proposal forms the first chapter or chapters of the final dissertation manuscript, when it is complete, so again there is little or no wasted effort. This

often comes as a big relief to anxious students for whom the dissertation is the longest and most intensive written work of their lives, so far.

To borrow the metaphor used before, if the concept paper is a first sketch of the research, the proposal is a detailed plan or blueprint, much closer to the finished result: the dissertation manuscript. It should come as no surprise, then, that the sample organization for a dissertation proposal shown below will look familiar.

Note that this organization is not fixed or rigid: students should discuss the outline of their own proposals with the dissertation chair.

Introduction

    Introduction to the Research Topic

    Researcher's Relationship to the Topic

    Relevance of the Topic for Depth Psychology

    Definition of Terms

    Statement of the Research Problem and Question

Literature Review

    Summary of Relevant Research Domains

    Literature Relevant to the Topic

    Literature Relevant to the Researcher's Theoretical Approach

Methodology and Procedures

    Research Approach

    Research Methodology

    Participants

    Materials

    Research Procedures

    Procedures for Gathering Data

    Procedures for Analyzing Data

Ethical Considerations

Limitations/Delimitations of the Study

Organization of Study

References

The organization presented in the preceding example is certainly one effective way to structure a research proposal, but it is not the only one. Researchers, in consultation with committee members, decide the actual sequence, organization, and length of each of these content areas. Your proposal can be organized in as few as one and as many as three chapters, depending not only on its nature and length but also on your needs and purposes.

Regardless of the particular research approach or methodologies you adopt, you must thoughtfully address each of the content areas designated in this sample.

We have already described each of the required content areas listed in the sample organization earlier, when explaining the concept paper. Therefore, the following discussion assumes you are already familiar with the basic intent of each section and highlights the differences between the concept paper and the proposal.

Introduction

The purpose of your introduction is to introduce your topic, to orient and engage the reader, to disclose your initial understanding and relation to the topic, and to establish the importance of your topic for depth psychology. Because the proposal is the culmination of far more time and thought and a thorough familiarity with the relevant literature, the introduction in the proposal should be more robust and detailed. This is an ideal opportunity to demonstrate the maturity of your thinking, the breadth of knowledge and understanding of the topic, and to cite the best sources to support any knowledge claims or theoretical positions you assert.

Whereas the concept paper may have included a brief discussion of the transferential dimensions of the topic, effective proposal introductions include a full and complete treatment of this important aspect of research. This will include a thorough discussion and analysis of the autobiographical origins of the researcher's interest in the topic, the researcher's predisposition to the topic, and ideally any previously unacknowledged biases or assumptions.

As you are crafting the introduction to the work, keep in mind possible titles for the dissertation. An ideal title is a succinct and meaningful description of the content that arouses the interest of potential readers. The title should not exceed 2 lines and 12 words.

Researcher's Relationship to the Topic

As noted in the introduction, Pacifica recognizes the reciprocal relation between researchers and their topics, a relation that precedes, perhaps by years, the actual formulation of the specific research problem and question. Given this co-constitutional nature of inquiry, Pacifica requires you to clarify and examine the relationship between you and the topic. Examining one's transference to the topic can be understood as emerging from researchers' own autobiography, including their wounds and complexes, their life situated within a given historical and cultural moment, as well as their social location and associated biases, beliefs, values and assumptions regarding the topic. In philosophy, this *foreknowledge* is called the *fore-structure of understanding* (see, for example, the works of Heidegger and Gadamer). Hermeneutic philosophers and depth psychologists alike understand that this personal/cultural/historical influence cannot be avoided. By examining at least some of your personal, theoretical, or cultural assumptions, biases, and agendas, you immediately reassure the reader of your capacity and desire for critical self-reflection, openness, and scholarly discipline.

Although this section is often written in the first person, it is important to remember that its purpose is to increase both self-understanding and collegial comprehension with reference to your research topic. You should do your best, therefore, to avoid merely providing personal confessions, i.e., confession for its own sake, which loses sight of its

purpose, namely to open up the possibilities for rigorous psychological inquiry. A good touchstone question when contemplating personal disclosure is: does it serve the work?

The Relevance of the Study

The concept paper should have demonstrated a preliminary understanding of how your topic is or, at least, should be of concern to other scholars and practitioners in the field of psychology. In the proposal, this discussion should reflect a much greater knowledge of the literature so that you can more persuasively establish the relevance of the research. Although this may be stated tentatively, since it is not yet known whether the study will actually bear the theoretical fruit to which it aspires, you still need to make evident at least the potential of your proposed study. Doing so naturally leads to a thorough, systematic review of literatures relevant to the research topic, including, especially, literatures in the field of psychology.

Literature Review

The purpose of the literature review in the proposal is to demonstrate your thorough familiarity with literatures relevant to your investigation. This includes locating your topic effectively within psychological literature and demonstrating how your proposed work addresses a specific need for new research in the field (see Bem, 1995 and Thomas & Hersen, 2003). Your review should thoughtfully discuss works or studies that touch upon your dissertation topic and your theoretical approach to it. (Another choice is to discuss works relevant to your theoretical approach in the Methodology section of the proposal rather than in the Literature Review.)

Here is a way to put the differences between the concept paper Literature Review and the proposal Literature Review in very practical terms. For the concept paper, students may read and review approximately a dozen texts and the Literature Review is approximately 4 to 6 pages long. For the proposal, students review many more texts, and the Literature Review can be 20 to 40 pages long. This is, of course, a generalization. In reality, it may be appropriate to review varying numbers of texts in the Literature Review section, depending upon methodology and/or research design. For instance, a hermeneutic dissertation where literature is reviewed and interpreted throughout the body of the work may review only very foundational literature in this section, whereas dissertations that generate participant data and analyzes it may require almost all the literature to be reviewed in this section. These sorts of choices are best discussed with the dissertation chair.

It is important to remember what a literature review is *not*. A literature review is *not* simply an annotated bibliography, reviewing various works for their own sake, but, rather, it is a comprehensive, systematic examination of literatures relevant to the research topic specifically as they relate to the topic. In other words, a literature review is always subordinate or subservient to your research topic. Likewise, a literature review is *not* the place for you to make unexamined truth claims or assert ideological arguments but, rather, for you to critically examine how each work contributes and/or fails to contribute to knowledge or understanding of the topic as well as how the various works discussed relate to one another. Whenever you make claims in the process of critiquing the literature or clarifying your perspective, such claims must be adequately cited (using APA format) and, wherever appropriate, qualified ("X stated;" or "Scholars have suggested;" or "At this point, my summary of the scholarship points to"). As with dissertations and proposals as a whole,

the most effective literature reviews are written in the voice of a seeker, an investigator who is careful to report and describe, as objectively as possible, his or her observations as they occur. Careful description, systematic organization, critical reflection and evaluation, and a sense of genuine interest characterize the thoughtful literature review.

Although there are many different ways for you to go about organizing the material in a literature review, some of which are discussed in the above section on concept papers, generally speaking literature reviews for depth psychological research have at least the following three components: a review of literature relevant to the topic; where appropriate, a review of literature relevant to the researcher's theoretical approach, and a succinct statement of the need for research on this topic in the field of psychology.

Literature Relevant to the Topic

The primary obligation of your literature review is to present a critical report of scholarly work that has already been conducted on the research topic. Your report of previous literature and research naturally opens the way for the presently proposed research through the systematic examination of those bodies of literature foundational for and relevant to the topic. In other words, your literature review should lead the reader through a logical progression of both knowledge and theory that ultimately creates a compelling argument for your proposed study.

In some instances, your research may be significantly interdisciplinary in nature. As a result, it will include literature from such scholarly disciplines as philosophy, religion, literature, and the arts, science, cultural or ethnic studies, etc. It is particularly important for these types of reviews that extra care is made to include thoughtful, well ordered, easy to follow headings.

Regardless of how broad or narrow the scope of your literature review, it is important that your review do more than merely report published works. Your task is not only to report but also to examine and evaluate the relationship of these various literatures to one another, to basic relevant ideas and problems in the field, and to the topic in question. In other words, your literature review should examine what we already know about the research topic in such a way that the literature itself is critically and thematically subservient to your research topic. Thus, your challenge is to show what each particular work/author contributes to our knowledge and understanding of the topic in question as well as what each fails to contribute. In addition, where relevant, you try to show how different works relate to, support, or contradict each other vis-à-vis your topic. Whenever appropriate, your literature review should also consider what relevant works/authors reveal about basic, contextual or foundational issues, that is, basic theoretical, philosophical, ethical, or cultural issues or problems integral to understanding your topic.

It is imperative that you thoroughly and appropriately document your entire literature review with citations and quotations. Indeed, when whole pages or even paragraphs appear without such documentation, there is reason to question whether or not you are still on the task of reviewing literature. Also, your citations should always follow the APA recommendations and all works that you cite or quote should be immediately placed in your list of references at the end of your proposal. It is important to remember that whether you are citing a single new idea, or quoting a few words, phrases, or whole sentences and/or paragraphs, correct acknowledgement is required including author(s), date of publication, and, where appropriate, page numbers. The purpose of such thoroughness is to provide your

readers direct access to sources so they can substantiate your work or investigate further on their own.

It is important to remember that your literature review ought to show both what has been done and what has not been done, both what we at present seem to know or understand and what we do not. This is one of the crucial functions of your literature review, to show what is missing, the lacuna of knowledge, perspective, or understanding that your study is designed to rectify. This may be done within the paragraphs and/or conclusions of each literature review section; at the end of the literature review itself; and/or where the need for the study is described.

You may find it helpful to write your literature review with two kinds of readers in mind. On one hand, imagine providing informed readers with evidence of your familiarity with and critical mastery of the bodies of literature that are relevant to your topic. On the other hand, imagine providing uninformed readers with a clear, coherent, and self-explanatory introduction to those same bodies of literature. Another way to imagine your literature review is as an intensive course on your topic given to an intelligent and interested but not necessarily sympathetic audience. Your job is to educate this audience about what we already know about your topic and closely related issues and contexts, to inform them of similar and contrasting points of view with reference to the topic, and then show them what it is that we do not yet know or understand that you hope to learn in the research upon which you are about to embark. If your research is interdisciplinary, keep in mind that your readers from those disciplines may know nothing about depth psychology, and keep their needs in mind as you carefully define terms and concepts from our field.

The Need for Research on the Topic

Up to this point your literature review has focused on what has been learned in the past and what remains to be learned with reference to your research topic. This is an ideal place to provide a vivid rationale for undertaking your research project thus setting the stage for your contribution to the field. This is effectively accomplished by offering a very brief summary (one to three paragraphs can suffice) of your literature review, first highlighting what we have come to know or understand about your topic and then highlighting and what we still do not yet know or understand. This summary should open the way to a succinct statement of what your proposed investigation is designed to contribute to our knowledge and understanding within the field of depth psychology. Strive to make this statement of your anticipated contribution to the field clear, concise, and right to the point (e.g., "As the above literature review has shown, we still do not have a comprehensive depth psychological understanding of the phenomenon of X;" OR "Although there have been a number of studies to investigate X, they all have significant methodological weaknesses, or they haven't addressed X using this methodology" OR "Even though we have had a number of studies addressing such phenomena as A, B, and C we still do not appear to have a clear understanding of what the related phenomenon, X, might mean from a Y perspective;" etc.).

Using Online Sources in Research

Electronic publishing has greatly increased access to all types of sources online, but not all of them are credible scholarly resources. Pacifica discourages the use of Wikipedia as a primary source, and personal blogs as academic sources but does encourage the use of online peer-reviewed journals. The APA *Publication Manual* includes basic guidelines and rules

for providing publication data for electronic sources (Sections 6.31 & 6.32, pp. 189-192) and examples of reference entries for electronic sources in the individual sections on different types of sources (Chapter 7, pp. 193-224). Before finalizing the list of references, confirm the website being used as a source for citations.

<div align="center">Statement of the Research Problem and Question</div>

This section is the very heart and soul of the concept paper and the dissertation proposal. It also is the single most important section of the dissertation itself. Although it is often the case that this section remains basically the same as it was in your concept paper, it is worth reiterating here that your statement of the problem and, in particular, the research question or hypothesis will not only serve as your most faithful guides throughout your research project, but also provide the most trustworthy basis for evaluating the integrity and validity of your eventual findings. In addition, this section provides readers with the most vivid sense of your essential intents and purposes as a researcher. If your research problem and question has changed somewhat from the way it was articulated in your concept paper, you may want to reread the section entitled "Hone the Question" to assist with reformulating this component of your proposal. As in your concept paper, your statement of the research problem should include a brief reiteration of your understanding of the problem, a lucid and concise statement of your primary research question along with relevant auxiliary questions, and clear, unambiguous definitions of basic concepts and terms in your primary research question, if those definitions have not been made clear elsewhere.

As was the case for your concept paper, the particular methodology you have chosen will determine the way in which your problem is expressed. Remember, quantitative designs are often guided by testable hypotheses, whereas qualitative and theoretical studies are guided by a research question. Again, since most dissertations at Pacifica are qualitative or theoretical in nature, the below discussion will focus on them.

The Research Problem or Opportunity

This section usually begins with a succinct reiteration and synthesis of the previous two major sections (Introduction and Literature Review) and ends with a concise description of what area of opportunity exists for the research. For instance, you may have discovered that homophobia among adolescents has been addressed by social psychologists, but no published research has explored it from a depth or archetypal perspective. Frequently, students find that using a depth psychological approach to many topics, even those that have already attracted a significant body of research, can make a meaningful contribution to human knowledge.

You may want to make explicit the previously implicit link between your autobiographical interest in the problem and the need in depth psychology for your proposed study (e.g., "Given my own long standing personal and professional interest in the phenomenon of X and given the dearth of professional literature from a Y point of view regarding this same phenomenon…). You may then want to suggest, again briefly, the heuristic promise of your proposed study (e.g., "It is hoped, therefore, that the proposed study might lead to A, B, and/or C within the field of depth psychology.").

The Research Question

This sub-section clearly and succinctly states your primary research question and any critical auxiliary questions. The formulation of your primary research question or hypothesis is undoubtedly the single most important aspect of your research process since it shapes and determines your entire research enterprise from beginning to end. Indeed, it could be argued that the articulation of the primary research question is the most important writing in your entire dissertation.

Given the significance of this single interrogatory sentence, any time you spend honing your research question is likely to pay back rich dividends in saved time and energy throughout the research process. Researchers often find that they revisit their primary research question time and again as their understanding of the topic deepens. In fact, the many transformations of the research question as you strive for clarity and focus can be a provocative mirror of the journey of understanding. With this in mind, it is worth reiterating a point made earlier. Articulating a succinct and valuable research question may well be a lengthy process characterized by confusion as much as clarity in which you, as the researcher, are asked to patiently sit with your topic as it strives to reveal itself.

Although at this point you may already have an appropriate, and worthwhile research question, it still may be worth considering the following guidelines. First, you need only have a single research question and, indeed, singularity of purpose can be the most practical, effective, time saving, and illuminating achievement of an entire research project. Second, generally speaking, the simplest formulation of your question is the best as every new term or concept contained within it increases the complexity and difficulty of the research task as well as the possibilities for confusion, ambiguity, and misunderstanding in the minds of readers. Third, the more open the question, the better: Do your best to state the question in a way that is free of personal or theoretical assumptions or biases. Fourth, take care to ask a question that is appropriate for the kind of study you are conducting: Whereas quantitative studies ask questions (or state hypotheses) of measurement and proof, qualitative and theoretical studies ask questions of meaning and understanding. In other words, there should be congruence between question and methodology. Fifth, if you ask auxiliary questions, do your best to articulate them in a way that supports or opens up your primary research question as opposed to raising new or tangential, albeit related, domains that require independent investigation in their own right.

Definition of Terms

At some point in your research proposal you need to define the key concepts and terms comprising your primary research question. You will probably have found the need to do so before now, but if you have not already done so elsewhere, this is the ideal place to take up this challenge. The purpose of defining terms, if only in a preliminary fashion, is to optimize the possibilities for clarity and intelligibility with respect to the research question. Clearly defining the basic terms of the primary research question is the most effective way to optimize the mutual intelligibility of the question, i.e., the consensual understanding of terms shared among yourself as the researcher, your readers, and, where appropriate, your research participants.

Although you may want to begin by trying to define your terms for yourself, using your own language, you should eventually consult widely available technical and theoretical works in psychology and philosophy as well as general etymological and lexicographical

references. Authoritative dictionaries such as *The Oxford Universal Dictionary* and *The Oxford English Dictionary* which contain excellent etymological information as well can be very useful. Partridge's (1958) *Origins: A Short Etymological Dictionary of Modern English*, J. Ayto's (1990) *Dictionary of Word Origins,* Barnhart's (1988) *Chambers Dictionary of Etymology,* or Onion's (1966) *The Oxford Dictionary of Etymology* are also all superb resources for clarifying root meanings and definitions. For specialized terms used in depth psychology, such as concepts introduce by Freud or Jung, the best sources are primers devoted to their psychology.

As with the formulation of the research question, clarity and parsimony are essential. These should be your most faithful guides for defining key terms in your primary research question.

Research Methodology and Procedures

The purpose of this component of your proposal is to more fully describe your research approach, methodology, participants, materials, and procedures. You will be familiar with these topics from your concept paper, which must include a brief preliminary discussion of them. Your research proposal, however, goes well beyond the concept paper in providing a more thorough and systematic discussion of your approach and methodology and their related literatures. Your proposal also provides a description of your participants and any materials that you will use. Finally, it includes a discussion of the specific procedures that you anticipate following. In short, this section articulates, as clearly as possible, how you intend to go about conducting your research.

Research Approach

This is a thoughtful, systematic discussion of your philosophical stance regarding the nature of reality (ontology) and human knowledge (epistemology) as it impacts the activity of research. Naturally, even if your research is itself a study of epistemology, an exhaustive consideration of philosophical, ontological, and epistemological matters relevant for your study is out of the question. Nevertheless, it is important that you discuss, albeit relatively briefly, those issues most central to your research approach. Depending on your particular research project, you may also consider it important to address specific epistemological issues and perspectives such as essentialist vs. constructionist approaches to knowledge, monistic vs. dualistic conceptions of reality, or the mind-body problem.

However you go about this discussion, it is important that, as in the literature review, you demonstrate your familiarity with literature supporting your research approach and elucidating basic concepts and issues germane to its understanding and practice. For example, a discussion of a phenomenological approach might include a well documented consideration of historical and philosophical foundations; different approaches to phenomenology such as descriptive, transcendental, hermeneutic, or existential phenomenology; and/or basic conceptual concerns such as essence, intuition, imaginative variation, and phenomenological reduction. Similarly, a discussion of a hermeneutic approach might include a well-documented consideration of historical and philosophical foundations; different approaches to hermeneutics such as methodological, ontological, or critical hermeneutics; and/or basic conceptual concerns such as the hermeneutic circle, foreknowledge, horizons, and interpretive set. Whatever general approach to research you choose to adopt, it is important that you explicate how this particular approach is especially appropriate for your study.

Research Methodology

This component of your dissertation proposal expands on the brief discussion of methodology presented in the concept paper. It presents a thorough, well-documented discussion of your research methodology and its appropriateness to the research problem.

As discussed earlier, students can choose a quantitative method, select one among a variety of qualitative methods, or use a mixed-method approach that combines both quantitative and qualitative methodology. The exact nature, content, and style of the discussion of the specific methodology is left to the student's discretion in consultation with the committee. However, the purpose of this part of the proposal is to assure readers that you are familiar with the issues, concepts, authors, and literature most germane to the research methodology and why this specific methodology is appropriate for the study.

Participants

When writing the proposal, you will not yet have worked with any participants. However, it is still crucial to include the number of anticipated participants and the rationale for selecting them. For example, in a phenomenological study it is often essential to include participants who are able to articulate their lived experience of the world. It is also crucial to include any relevant inclusion or exclusion criteria. This might include age, ethnicity, education, absence of severe psychopathology, diagnosis, or comorbidity. One of the main purposes for doing this is that you want to ensure that your selection of participants will adequately represent the research topic.

In order to comply with national standards and to understand better the Institute mandates, students planning on using human participants in research are advised to complete an online training provided free of charge by the National Institute of Health (NIH). Registration for the training is free and need not be completed at one sitting. The NIH link is as follows: https://phrp.nihtraining.com/users/login.php

Materials

Many studies utilize materials such as tests, images, or apparatus. It is thus important to describe these materials. Frequently formal psychological tests are used such as the Beck Depression Inventory-II, Myers Briggs Types Indicator, or the MMPI-2. These should be listed along with their number of items, response format (True-False, Likert, self-report, ratings by clinician), reading level, and psychometric properties. When describing reliability and validity, it is often not possible to include all the relevant research. Instead, a brief summary should be included based on general findings as well as those specific to the study. For example, if a study is using the instrument to make predictions, then it would be crucial to include test-retest reliability and predictive validity. If using arts-based images, it would be important to describe them and discuss why they were selected for the research.

Research Procedures

This final major component of the methods section is a detailed, explicit, and concrete description of the processes and procedures you anticipate employing throughout the conduct of the study. This includes a description of how you will gather data and analyze it. If you have already discussed this elsewhere, this section may not be necessary.

Composing this section enhances a confident sense of your own direction and activity as a researcher. It will also provide your readers with an unambiguous understanding

of the specific research actions you plan to undertake. Your description of processes and procedures also provides a basis for readers eventually to evaluate not only the degree to which you have been faithful to your original research design but also the nature, integrity, and veracity of your findings. For quantitative studies it is also essential that your description of procedures is specific enough for other investigators to replicate them if necessary or desired. For qualitative and theoretical studies, even though your procedures should be clear enough for other psychologists to learn from them how to conduct similar, related, or follow up studies.

Procedures for gathering data. For participant-based studies, this includes procedures for selecting participants (or sites); procedures for obtaining informed consent and insuring confidentiality; procedures for instructing participants; and procedures for conducting and documenting interviews (e.g., notes, audio tape recording, video tape recording, etc.), for gathering solicited written narratives, or for participating in social settings. For text-based and arts-based studies this includes criteria and procedures for selecting texts and other materials and procedures for gathering and documenting data (e.g., written notes, voice recorded notes, reference cards, etc.).

Procedures for analyzing data. Regardless of the kind of data used for your study, you need to articulate the specific steps and procedures you plan to follow in analyzing and interpreting the data. In participant-based studies this means describing specific steps for both single-case and cross-case analyses. In both participant-based and text-based studies, this also means identifying and discussing (if you have not already done so) your hermeneutic or interpretive set or sets, both with respect to your overall theoretical lens (e.g., psychoanalytic, Kleinian, object relations, Jungian, archetypal, imaginal, existential, phenomenological, etc.) but also with respect to any particular conceptual lens or lenses you plan to employ (e.g., transference, self, primary process, splitting, projective identification, transference, complexes, archetypes, developmental stages and processes, etc.). If you have thoughtfully discussed the interpretive set(s) in earlier sections, for instance in the section on the Literature Review, then you need only mention and name your interpretive set or sets again here and then refer the reader to the relevant preceding discussions.

It should be acknowledged that your analytic procedures may not be entirely clear to you in advance or they may change or emerge as your study progresses. In either of these cases you may want to state here that you plan to augment your present procedural prospectus with a retrospective description of analytic procedures at the conclusion of your study. The art of interpretation and understanding being as elusive as they are often leaves hermeneutic researchers no choice but to state after the fact precisely what they did to analyze their data and arrive at their findings and/or conclusions. This circumstance should not be taken as reason to delay your attempt to systematically develop and articulate an analytic procedure in advance, rather, it is simply an acknowledgement of the inevitable vagaries of the hermeneutic circle and the importance of taking full responsibility both prospectively and retrospectively for your participation in it.

Ethical Concerns

Doing psychological research with human participants raises important ethical concerns that need to be anticipated in the planning of research, and navigated with integrity during each stage of research. For studies utilizing any human participants, the Ethics section of the proposal should discuss relevant ethical concerns having to do with the use of

human participants as well as your integrity as a researcher in the conduct of the study. To these ends, the next sections will present the ethical principles derived from the American Psychological Association's ethical standards. As you develop your research design and complete this application for approval, keep the following basic ethical principles in mind.

Respect for persons: Individuals must be treated as free and autonomous. This means that participants must freely agree (in writing) to participate in your study with no coercion or harmful consequence should they elect not to participate. Participants must also be free to end their participation in your study at any stage during its development. Participants with diminished capacity must also be respected and protected. The ability for self-determination can become limited due to illness, mental disability or physical circumstances. Therefore, investigators must protect the welfare of people who participate in their research. This includes maintaining confidentiality in terms of their participation and the data collected from their participation.

Beneficence: This principle involves not harming the participant physically, emotionally or psychologically. It relates to the Hippocratic oath to "do no harm". A basic guideline here is that the investigator needs to maximize the benefit and minimize any harm or risk to the participants in the study.

Justice: This relates to the population that you choose for your study. You should not choose a population just because they are easily available, in a compromised position or because they are open to manipulation. The burden for research should be fairly distributed and related to the problem being studied. In addition, participants have a right to know the purpose of the research. Thus, truthfulness, at least at the post-experiment interview, is a necessary ingredient in your research design.

Types of harm: It is difficult to ensure that absolutely no harm will come to participants in a psychological study. For this reason, it is absolutely essential that the "Informed Consent" form (as well as your application) state honestly any possible psychological and/or physical risk. Researchers must consider the following categories of harm:

Physical harm:	Whereas obvious physical risks may be minimized or eliminated sometimes more subtle physical risks go undetected. For example, any study involving physical activity (such as dance therapy) may create an environment for physical injury. Projects involving more physically demanding activity such as wilderness experience present considerable risk and also difficulties if subjects wish to withdraw from the study. It is not recommended that you do research involving such strenuous activity and/or geographical isolation. Activities such as painting may present subtle risks if, for example, workspace is not well ventilated. Any activity involving potentially toxic materials must be assessed for risk.
Stress:	Psychological stress is a risk factor that needs to be clearly assessed. Probing questions can cause considerable discomfort; certain topics may generate embarrassment or discomfort; psychological issues and painful memories may be reactivated. The documentation that you present to the participants must accurately reflect these considerations.

Dual relationship: Pacifica prohibits the use of current patients for research purposes since this situation constitutes a dual relationship—that of researcher and psychotherapist. The use of past patients for research presents less difficulty if express written consent is freely given. At all times the researcher must maintain an awareness of the potential impact on the patient, which may extend beyond termination. Students should consult with their chair on gaining approval for research projects that involve past patients. Case material used in a manner recognizable to patients as their own experience always requires the need for informed consent. Quoting directly from the patient, or using dream images or narratives necessitates informed consent and the patient must be given the opportunity to appear in the research anonymously, where the researcher uses every effort to disguise identity.

Other dual relationships may include healer/client, teacher/student, employer/employee. Equal care should be taken regardless of the relationship, and the particular ethical issues that may arise should be discussed with the dissertation chair.

Coercion: It is not ethical to willfully mislead the participant as to the nature of the experiment/study. Thus, any form of trickery or manipulation in order to produce a particular result/response is a violation of ethical principles. Over recent decades, ethical considerations in research have shifted in affirming this sensibility. This principle does not necessitate that you disclose every detail of the study. When you are seeking to understand a particular phenomenon you can simply state what that phenomenon is and that you are exploring this phenomenon and looking at many issues.

Students are obliged to be thoroughly familiar with and abide by the standards inherent in the methodology and also the standards of the field of psychology as a whole. Therefore the "Ethical Concerns" section of the proposal must include a brief discussion of the intention to comply with standards established by the American Psychological Association, above, with the standards and procedures of Pacifica's Institutional Review Board (IRB), and, where applicable, with the standards and procedures of any relevant community or institution that may be involved in any aspect of the research process.

Students submit an ethics application to the chair along with the draft of the dissertation proposal, which is described in more detail below. Accompanying this application is one of two forms, depending upon the nature of the proposed research: either the "Ethics Application to Use Human Participants" or the "Ethics Application for Research without Human Participants." The proposal will not be approved until and unless this application is submitted for review.

Limitations and Delimitations of the Study

If not already presented elsewhere in the proposal, students should discuss ways in which they have intentionally set certain parameters (delimitations) on the study, specifically in relation to the scope of the research question, the demographics of participants, and texts or other primary research data. Likewise, students should discuss ways in which they

anticipate that the research design itself may establish certain limitations with respect to the credibility of the findings. Finally, it is important to discuss, at least briefly, the ways in which relevant social, cultural, or historical contexts may influence the outcomes and implications of the study. Often, students will reflect upon this discussion after completing the research and when writing the summary and conclusions chapter at the end of the dissertation.

Organization of the Study

In this section, students present a brief prospective overview of the anticipated dissertation manuscript as a whole. Such an overview will be tentative since, with many types of qualitative studies, the organization is likely to change as the research progresses. Nevertheless, your committee members need a clear sense of at least a "best guess" as to the direction the study might take. This section will be revised after the dissertation is complete to reflect the actual chapters within.

Titling the Dissertation

Students should give some thought to the title of their dissertation now, while they are completing the dissertation proposal, if they haven't already done so. One way to think about this is to imagine the dissertation title on the cover of a book. The title can have no more than 12 words and will fit on one or two lines. The best titles strike a balance between parsimony and completeness to communicate the central theme of the work in such a way that the reader feels curious to see more. The title is also important because its terms determine how easily others interested in your topic will find it in a computer search.

Students should make good use of the colon in their titles. Often a more "poetic" or evocative initial title is followed by a subtitle which includes the methodology, research approach, and in some cases, the population studied. For instance:

Finding Nemo: A Narrative Inquiry into a Parent's Experience of Child Abduction

The Benefits of Working with an Editor

Some students have found it useful to hire a professional editor to review chapters of their dissertation. Such a professional provides expertise in the overall organization and flow of the work, the construction of effective sentences, paragraphs, and sections, as well as the ability to find and correct proofreading errors. Working with an editor is entirely optional, and not required by Pacifica Graduate Institute, but it may be worth considering.

Writing the Ethics Application

Students at Pacifica Graduate Institute are required to comply with the ethical standards set down by the American Psychological Association for conducting research with human participants. Every study must acknowledge whether or not participants will be used. As a result, all students must submit one of two ethics-related forms along with the dissertation proposal: either the "Ethics Application for Research without Participants" if the study will use no participants or the "Ethics Application for Approval to Use Participants" if the study will use participants.

Students submit the ethics application form, along with the dissertation proposal, to their chair. If the study does not propose to use participants, the form is a simple one-page document that declares this. It requires only the chair's signature for approval. If participants will be used in the research, the chair, in consultation with the program's Research

Coordinator and Pacifica's IRB, must approve the application before final acceptance of the dissertation proposal and before students begin gathering research data. In most instances, and if the student has followed the guidelines for using human participants, the ethics application will be approved promptly.

Attaining Approval of the Ethics Application

Ethics applications proceed through the following steps:

1. The dissertation committee reviews and approves the proposal, which describes the research design, including a discussion of ethical issues.

2. Once the proposal has been approved by the entire committee, the student submits the completed ethics application to the dissertation chair, who reviews it. If the research proposes to use human participants, the Chair forwards the application to the Research Coordinator for further approval. Three signatures are needed to approve it: the chair's signature, the program's Research Coordinator, and a representative from Pacifica's IRB.

3. The chair notifies the student of the approval of the ethics application, or of any changes necessary to gain its approval.

Students who encounter irresolvable conflicts with the IRB may seek redress with Pacifica's Education Council.

A signed approval form allowing the student to use human participants in the research must be on file along with the dissertation proposal acceptance forms, and before any work is done with or data gathered from any human subject. As students complete the Application for Approval to Use Human Participants form, carefully consider the preceding issues. Additionally, researchers must take measures to protect participant confidentiality in the gathering, transcription, use, and storage of data. Data should be safely stored for seven years after which time it can be destroyed.

For further resources and information, see the sections on ethics in the *Publication Manual of the American Psychological* Association, 2009.

Using Case Material

Many dissertations and the publications that result from these dissertations use case material, which present complex issues in processing and presentation for the scholar. This is primarily because there are inherent conflicts between the scientific or educational need to advance the field and the need to protect the client. The following represent guidelines and strategies to assist in resolving these inherent conflicts.

Disguising Case Material

Clearly any presentation of case material should be disguised but the extent of this disguise may vary (from "thick" to "thin"). One extreme is to conceal the identity to such an extent that even the client would be unable to recognize his or her case. A somewhat less extreme principle is to disguise it such that only the researcher and the participant would be able to identify the case. A core consideration is to think through the impact a client might have when reading through the case description. Below is a listing of possible strategies to disguise case material:

- Use fictitious names.

- Change as many basic facts as possible (race/ethnicity, gender, age, geographic location, educational level, occupation, city/town of residence, size of city) if altering these facts will not change the reasoning behind any conclusions that have been reached about the case.

- Wherever possible, change details regarding the client's family (i.e., a separation might become a divorce, number/gender of children/siblings).

- Avoid making alterations that can potentially be "decoded" (i.e., merely using initials, simply changing North Dakota to South Dakota).

- Combining details of two or more cases into a "composite" case that still illustrates the essential processes and conclusions.

Securing Client Consent

In almost all instances, research will require informed consent. This is particularly true if the client or their close relatives/friends may be able to identify the case. However, obtaining consent may involve various issues. For example, the transference/countertransference dynamics occurring with clients in therapy would mean that they should not be used for research when the therapy is ongoing. These dynamics may include such issues as a power differential, clients who might feel simultaneously honored and exploited, or changing the focus of therapy to meet the needs of the therapist. Thus clients should only be approached after the conclusion of therapy. But even in these instances, there should be a careful consideration of the impact of any future therapeutic relationship should the client wish to re-enter therapy with the researcher/clinician. Possible exceptions to obtaining consent might be using previously published cases especially if these have become "classics" in the field (i.e., the Dora case, H.M., Sybil), composite cases, or cases derived from large databases (i.e., when conducting meta-analyses or past epidemiological research).

Submitting the Intellectual Property and Copyright Infringement Form

Students engaging in dissertation research at Pacifica Graduate Institute own the copyright to their finished work. Two copies of the work are available to the public, one printed and bound copy that is housed in Pacifica's research library, and one digital copy that is published by ProQuest. As the rights-holder to the dissertation, students are legally and ethically responsible for any infringement of copyright and intellectual property law, and may be subject to a lawsuit if they do not comply. The key points to be aware of include these:

- Students are not permitted to make unauthorized reproductions of copyrighted materials in the dissertation and agree not to do so. **Such copyrighted material does not include brief text quotations from another author's work, but such excerpts must be properly cited to avoid plagiarism.**

- Students should not assume that since they are writing an academic dissertation that the use of copyrighted materials will be deemed to be "fair use."

- Students must contact the copyright owner of each work used in the dissertation and request express written permission to use the material, whether it is published or

      unpublished, then document the requests by keeping copies of any letters or email correspondence.

- Students must make it clear to the copyright holder that the dissertation will be published in two forms: one printed and bound copy stored in the Pacifica Graduate Institute's research library, and one electronic copy published online by ProQuest.

- Students should allow plenty of time to get necessary permissions prior to submitting the dissertation proposal and the dissertation final draft to the committee; Pacifica recommends allowing at least four months.

- Students should keep copies of every permission statement in their own files, submit a full set of permission statements to the dissertation chair along with the final draft of the work, and submit a full set of permission statements to the Dissertation Office.

To ensure students understand the rights and responsibilities, they are required to complete, sign, and submit an Intellectual Property and Copyright Infringement form along with the dissertation proposal.

Guide to Intellectual Property & Copyright

Copyright rules for education and academia are not stringent. In fact, it is in this area that copyright seems to break down to a degree, but it is best to err on the side of caution since students are personally responsible for complying with copyright law.

Definition of Terms

Intellectual Property

The term "Intellectual Property" refers to all ideas, information, creation, knowledge that are protected by law. Intellectual Property concerns everything that human minds have created as opposed to physical property. For example, the Microsoft® butterfly is not a physical object, but it is a fixed form protected by Intellectual Property Rights.

Copyright Law

Copyright law is designed to protect the works of authors and creators of art, music, poetry, prose, etc., from unauthorized republication, reproduction, duplication, or distribution. Original copyright law was drafted to foster creativity and inspire new, original, academic, cultural or economic contributions. Any work, in a fixed, tangible form, is automatically protected by copyright the moment it is completed; registration with the Copyright Office offers additional benefits to copyright holders, but it is not necessary for protection under the law. Copyright is one, more specific type of the many Intellectual Property Rights.

What else might be protected by intellectual property rights? Such items include patents, trademarks, registered trademarks, registered designs, company logos, cartoons, created scents, trade dresses, performances, maps, spoken recordings, and lectures. All are examples of items or ideas that can be protected from unauthorized use.

Public Domain

Public Domain concerns anything published/produced prior to 1923, anything published between 1923 and 1977 without copyright notice, and anything published from 1923 to 1964 with copyright notice but without copyright renewal; other exceptions exist as well. Anything that falls within Public Domain may be freely used by anyone (with proper citations, of course). For updated information about Public Domain materials, you will need to consult the U. S. Copyright Office (http://www.copyright.gov). Cornell University has an excellent web page on materials available through Public Domain (http://www.copyright.cornell.edu).

Fair Use

Fair use is a copyright exemption that allows greater latitude for scholars and critics engaged in non-commercial use. However, fair use is not a law, and is mostly considered more along the lines of a doctrine. U.S. guidelines and common practices of fair use for laws relating to Intellectual Property are described next.

Using Protected Materials

Knowledge in any discipline is produced through the cumulative efforts of many scholars. Dissertation students are obligated to credit the source of an idea, whether they are paraphrasing an author or directly quoting the author. Incorporating brief text excerpts in a dissertation does not require express written permission from the author: correctly citing the source is sufficient.

Books, Manuscripts, and Printed Materials

According to copyright law, no more than 10% or 1,000 words of a single work may be reproduced without authorization. However, for academic purposes, "fair use" clauses relax such restrictions, if only a little. Though the boundaries of "fair use" are often unclear, anything in the 15-20% range is considered pushing your luck, and anything greater than 15-20% of the entire work will likely be considered unacceptable. Proper attribution and citation are always required (anything else is plagiarism). Most students do not quote more than 10% of a book within their own papers, theses, or dissertations, so this is not often an issue.

Poetry

An entire poem may be quoted if its length is less than 250 words; if the poem is longer, you may use up to 250 words. Additionally, you may use no more than five poems or poem excerpts by different authors from the same anthology, and no more than three poems or poem excerpts by any one poet.

Music or Lyrics

Music reproduction is a topic of frequent interest these days, and music publishers are aggressive in litigation against copyright violators. Students may not alter or change the fundamental musical structure or character of the work and they are advised to include only a very small sample or excerpt if doing so without the express written permission of the rights holder. Even if you intend "academic" or "educational" applications of copying or distributing complete songs, you are not protected under fair use. Please note: This means that students may not submit entire songs or copied CDs to accompany their papers, theses,

or dissertations (that's called "pirating" material) without expressed permission from the copyright holders. Additional copyright restrictions involving the thwarting of industry technology (anti-pirating coding) also prevent the copying of entire CDs.

CD artwork, designs and lyrics may also be protected by copyright law, and it is best to seek permission to use these if you intend to reproduce them on a large scale. Fair use may protect you to a degree, as no legal precedent has yet been set for the reproduction of lyrics. Using no more than 10% is recommended, however, if you decide not to seek official permission to reprint lyrics, you do so at your own risk.

Photographs, Art Work, and other Illustrations

In most cases, expressed permission to use these must be obtained. For example, if you wish to use a strip from *Calvin and Hobbes*, you must obtain written permission from Bill Watterson to do so. This extends to photographs of protected architecture, and buildings/architecture created on or after Dec. 1, 1990, in some cases, even if you snapped the photo. If you wish to use a picture of the Guggenheim, you may be required to obtain written permission to use the image. Most art and architecture books include an extensive section of items listed as "[re]printed with permission." Also, finding an image on a website does not imply that it is free of copyright restrictions or fees. If you intend to use a photograph of a person, you will need to written permission to do so.

For paintings, you may be required to obtain permissions from the governing/owning body, such as the Tate, the Huntington, the Getty, the National Gallery, and so on, as well as the copyright holder. Copyright permission must be granted regardless of the person photographing the artwork, this includes pictures taken by the student.

No more than five images by an artist or photographer may be used in any one work, and no more than 10%, or up to 15 images, of a collective work (periodical issue, anthology, encyclopedia, etc.).

As with music, you may not alter the integrity of copyrighted art work or make your own modifications.

Videos, Movies and Multimedia

You may use up to 10%, but not more than 3 minutes, of a copy-protected video, movie, motion picture, etc. For copyrighted databases, data tables, and datasets, up to 10%, or 2500 fields, or cells (whichever is less) may be used.

<center>*Consequences of Not Complying with Copyright Law*</center>

Failure to comply with copyright laws/intellectual property laws can result in a variety of legal consequences. In addition to cease-and-desist letters, lawsuits from copyright holders or companies, individuals may be subject to federal penalties such as injunctions, federally assessed damages and profits, seizures, forfeitures, recovery of legal costs, and criminal prosecution. For additional information on the full range of federal actions that may be taken, please review Sections 501 - 513 of U.S. Copyright Law available at: http://www.copyright.gov/title17/92chap5.html

Failure to comply with copyright and intellectual property law and fair use guidelines also has important scholarly consequences. Without the appropriate and necessary

permissions in the manuscript, Pacifica cannot publish the work and students will not receive an official transcript or formally earn their doctorate.

Attaining Approval of the Research Proposal

Once a draft of the research proposal is complete, the student submits it to the chair. The chair reviews the work within six weeks of receiving it and discusses any revisions with the student. For each cycle of revisions, the chair has up to six weeks to read the work. When the chair approves the work, he or she completes the Dissertation Proposal Approval form.

The chair gives the student the okay about when to send the revised and/or approved dissertation proposal on to the other committee members. Each of them also has a full six weeks to review the work. Readers should submit any comments and revision requests to the chair and the student and discuss their feedback as necessary.

Step Five: Completing the Dissertation Research

Once all three members of the student's dissertation committee approve the research proposal, and the ethics application has been reviewed and approved, the student may go on to conduct the study and complete the work. The student completes the research under the supervision of the chair who remains, as before, the student's primary mentor.

If you have developed a thorough and effective research proposal, this next phase of your research can be quite exciting. First gathering your data, then analyzing your data, and, finally, writing up your findings can all prove to be deeply rewarding, enriching and edifying. It is important to make good use of your committee during this time, particularly your dissertation chair.

In the event that there are modest changes in your research plans, you can usually overcome these by adapting to the changes and discussing such unexpected developments openly, in the content of your dissertation. This is particularly true when writing the methodology and conclusions portions of the manuscript. In fact, sometimes such unexpected developments can lead to the most interesting insights and discoveries.

How you organize your dissertation manuscript, subsequent to your proposal will depend largely on the nature of your findings. The organization of manuscripts for qualitative, participant-based studies and for text and arts-based studies are particularly dependent on the eventual outcomes of your analysis of data. Participant-based studies usually have a results and a discussion chapter. Text-based, arts-based, and interdisciplinary-based studies often have a series of chapters devoted to the analysis and interpretation of the data. In addition, they typically include one or more chapters devoted to summarizing the findings and discussing the implications. Qualitative, participant-based dissertations and text and arts-based dissertations are typically 200 pages or more. In contrast, quantitative, participant-based studies are usually less than 100 pages.

The Final Chapters of the Dissertation

Listed below are generally required content areas for the final chapter or chapters, although the exact format should be discussed with your committee. The major elements of the final chapter or chapters of your research include a presentation of findings or

conclusions, a discussion of findings or conclusions and their relationship to your methodology, and a discussion of the implications of the research.

<div align="center">*Presentation of Findings*</div>

Both quantitative and qualitative participant-based studies usually only have one chapter dedicated to the discussion of research findings, although qualitative studies may have several earlier chapters organized around salient themes emerging during research. An effective presentation of findings generally includes 1) a brief introductory overview of the content and organization of findings, 2) a thoughtful, systematically organized presentation of the actual findings, and 3) a condensed restatement of your findings.

Findings in Quantitative, Participant-Based Studies

The presentation of findings in quantitative studies simply report the findings or results saving the discussion of the meaning or interpretation of these findings for later. These are divided into a Results and a separate Discussion chapter. In other words, initially you include only the amount of explanation necessary to help your reader understand the basis of your data; you do not say what it means. The interpretation of the data and the speculation of what it means are reserved for the subsequent discussion and implications of findings. Nevertheless, your report of findings needs to be complete enough for your reader to make an independent judgment about the significance of your data and findings. You must not withhold anything from your reader that would prevent this judgment from being made. Having offered this detailed presentation of findings you then present a condensed restatement of those findings in a succinct, highlighted form.

Findings in Qualitative, Participant-Based and Text and Arts-Based Studies

Pacifica strongly recommends such studies to begin with an introductory overview, then a more detailed summary, and, finally a condensed restatement of findings or conclusions. This restatement will naturally include a certain amount of your own interpretive description and comment. However, it is still important to present the information in such a way that readers can make an independent judgment about the overall significance and implications. It is imperative that you not withhold anything from readers that would prevent this judgment from being made.

The very nature of qualitative participant-based and text and arts-based studies precludes the possibility of any general format for these last components of your dissertation. Although the elements of the beginning of such research projects may have much in common with one another, the format for the final presentation of findings is profoundly shaped by the findings themselves.

Discussion of Findings, Methodology, and Implications

Regardless of the particular kind of study, the most effective discussions of findings and implications include, wherever relevant, the following components:

- a brief retrospective of the nature and structure of the study as a whole, including the research design and methodology

- a condensed reiteration of the significant findings integrated with a thoughtful, comprehensive, well integrated discussion of their meaning or significance

- a discussion of the implications of the research now and for the future, including the implications of your work for the development of depth psychology

- suggestions for further study or methodological development, and, if not already discussed, any social, cultural, or ethical implications that deserve attention

Conclusion

How you choose to close your dissertation is a matter of personal discretion. Many students simply bring the entire work together with a few lucid paragraphs summarizing what has been done, what has been found, and what they as researchers understand as its most significant contribution to knowledge and understanding in depth psychology and, perhaps, contemporary life. Other students choose a more creative synthesis, for example, by pointing to essential depth psychological meanings for the past, present, and future. Still other students choose to do both. This final decision rests with you.

Assembling a Complete Manuscript for Dissertation Committee Review

A complete dissertation manuscript will include front matter such as title page, table of contents, and so on; the body of the work, which is the substance of the study and its findings and conclusions as described above; and the end matter such as any appendixes and the list of references used.

Some students may have submitted individual chapters for committee review, or submitted all chapters at once for review, yet may not have taken the time to create an accurate title page, or table of contents, a well-written abstract or list of figures. These are key elements in a complete scholarly work, therefore it is highly recommended that students submit the entire manuscript to their committee—including the front matter and the end matter—when they are seeking approval of the final draft. This section includes instructions for completing these portions.

Assembling the Front Matter

Paradoxically, the front matter is usually the very last thing researchers finalize. When preparing the final manuscript, be sure to include the necessary pages in APA and Institute format that must come at the front of the dissertation: the title page, the copyright page, the dissertation abstract, and the dedication and acknowledgments page (optional), the table of contents, and the table of figures (if any). Sample formats are presented on the next few pages.

Two elements reflected in the front matter require some careful thought. As mentioned earlier, choosing a meaningful yet succinct title for the dissertation is crucial. Students sometimes make the mistake of making titles too long and wordy. The second element is the dissertation abstract. This should be the student's best writing—a condensed, elegant précis of the work as a whole that arouses curiosity—because it is often the first, and possibly the only pages, an interested reader will peruse.

Students should assemble the dissertation into its final form, making sure that each page is formatted correctly, and arrange the parts and pages in the following order:

Title Page

Each copy of the dissertation must include a title page prepared in accordance with the sample found below. *This is the only page (other than the first page of the text) that does not bear a page number.* Students should use their full legal name. Names and degrees of the student's doctoral committee will also appear, the chair first, so identified, and the others following.

As mentioned earlier, choosing a meaningful yet succinct title for the dissertation is crucial. Limit the length of the title to no more than 12 words that fit on one or two lines. A good title can be shortened into a running head easily. The running head is a shortened version of the title that cannot exceed 50 characters in length (letters, spaces, and punctuation are all one character each). The running head is typed in all capital letters and is found as a header on the left margin on every page of the dissertation.

Copyright Notice

A statement of copyright must be included on a separate page directly following the approval page. It should include the student's full legal name and, at the top right, the month, day, and year the final manuscript was approved. See the sample in Step 5, above. This page will be given the lower-case Roman numeral "ii."

Abstract

An abstract of between 150-250 words must be included in each dissertation. Type the abstract as a single paragraph without indenting the paragraph. The abstract should (a) give the full title of the dissertation and the student's full legal name, (b) provide a concise yet comprehensive description of the contents of the dissertation including the problem addressed, the methods used, the conclusions or findings, and the stated implications of the study for depth psychology, (c) be written in the third person, for example, "This research explores…" as opposed to "I explore…" and (d) seek simply to report rather than evaluate, comment, or argue.

Because dissertations are now widely available via the Internet, students may also wish to compose a list of 6 to 10 keywords that prospective readers will use to search for the work. (UMI Dissertation Publishing, which publishes the digital copy of dissertations, requires students to supply six keywords. Students fill out and submit the ProQuest/UMI publishing form as one of the final steps in the process of dissertation preparation, described below.) The list of keywords, which will be counted toward the 250-word maximum, can be included at the beginning or end of the dissertation abstract. For a visual example, see the sample in Step 5, above.

Important

Students should submit their dissertation abstract, as a separate document, to the chair for review and revision. This occurs after the dissertation has been accepted by the committee, but no later than when the student submits the manuscript for proofreading. The Dissertation Office will need a revised, approved copy of the abstract to announce the defense date.

Dedication and Acknowledgments

You may want to include a page with a brief note of dedication or an acknowledgment of help received from particular persons, or both. If so, make sure that these pages following the standard format of the rest of the dissertation, in which the heading "Dedication" or "Acknowledgments" is a level one heading and the paragraphs are the font, style, and indentation used throughout the body of the work.

Table of Contents

A table of contents, with page numbers, is required in all dissertations. It should include an entry for the first two level headings, and may also include entries for subsequent (lower) level headings in the manuscript, properly indented and formatted. At the end of the Table of Contents, include a footnote that says, "The style used throughout this dissertation is in accordance with the *Publication Manual of the American Psychological Association* (6th Edition, 2009), and *Pacifica Graduate Institute's Dissertation Handbook* (2016-2017)."

The Table of Contents is an accurate snapshot of the headings and subheadings used in the work, which are designed to improve the readability of long or complex manuscripts by orienting the reader to the subject of the current discussion. A dissertation may have up to five levels of headings. Writers usually plan them carefully, either before or during writing. Some writers, for instance, make a working outline of the sections of the entire dissertation ahead of time to establish a hierarchy of headings. Others reflect on headings and subheadings during or even after producing a first draft. Thus, creating headings in the work requires a judicious combination of imagining the overall structure of the work along with imagining what will be helpful to the reader. The only firm rule of heading levels is that you must have two or more headings at each level in each section of a chapter—just as with standard outline format, wherein you can't have a "I" without a "II," an "A" without a "B," a "i" without a "ii," or an "a" without a "b."

If you set up heading styles in Word that conform to the APA specifications, you can, with a few keystrokes, correctly and consistently format each heading level throughout the manuscript. Even better, Word will use these styles to automatically generate a correct Table of Contents with accurate page numbers, which you can update to reflect changes in the manuscript with a few keystrokes.

If you create the Table of Contents manually, be sure that the wording of each heading in the table exactly matches the heading in the body of the work and format them correctly. To do this, first determine how many levels of headings you use throughout the manuscript: two levels, three levels, four levels, or five levels. Different chapters may call for different depth of levels; this is acceptable.

List of Figures

If the dissertation includes plates, charts, diagrams, or illustrations scattered throughout the text, a separate List of Figures with page numbers must follow the table of contents, on a separate page. Students should use the information in the captions, described below, to compile the List of Figures.

Within the manuscript itself, full-page tables and charts require the same margins as printed pages. To accomplish this, electronically reduce figures to fit the required space. Tables and figures within the text start on a separate page.

Front Matter Template Pages

On the next three pages are samples that show the proper formatting of a dissertation Title page, Copyright page, and Abstract.

Sample Title Page
(In the actual dissertation, there should be no
number in the upper right-hand corner of the page)

[Title of Dissertation]

A dissertation submitted

by

[Student's Legal Name]

to

Pacifica Graduate Institute

in partial fulfillment of
the requirements for the
degree of

Doctor of Philosophy
in
Depth Psychology

with emphasis in

[Name of Specialization]

This dissertation has been
accepted for the faculty of
Pacifica Graduate Institute by:

Dr. [name of chair], Chair

Dr. [name of reader], Reader

Dr. [name of external reader], External Reader

Sample Copyright Notice
(In the actual dissertation, ii should appear
in the upper right-hand corner of the page)

Sample Abstract Page

**(In the actual dissertation, page numbering continues
with iii in the upper right-hand corner of the page)**

Abstract

[Title of Dissertation]

by

[Student's Full Legal Name]

(Begin typing the abstract here, double-spaced without indenting the paragraph. The abstract contains 150-250 words. Students have the option of including 6-10 key words immediately following the body of the abstract, which will count toward the 250-word maximum length of the abstract. The line containing keywords appears on a separate line, indented, immediately following the abstract paragraph as shown below. Note that "Keywords" is in italics and followed by a colon, and each of the keywords is in regular font, not capitalized, and separated by commas. Do not end the keywords line with a period.)

Keywords: keyword1, keyword2, keyword3, keyword4, keyword5, keyword6

Finalizing the Body of the Dissertation

Committee members review dissertation chapters for content and, in some cases, alert students about issues of language, style, and formatting. Even with a very-keen-eyed committee, it is a good idea for students to review the dissertation for any copyediting or stylistic errors that can be remedied before submitting the work for final draft approval.

Formatting Headings and Subheadings

In the body of the dissertation, format the headings according to the APA sample shown below. Note: even though the first two heading levels shown below are only a single line, all headings are formatted double-spaced.

Heading Level 1 is Centered, Boldfaced, and Mixed Case

Heading Level 2 is Flush Left, Boldface, and Mixed Case

Heading level 3 is indented, boldface, sentence capitalization ending with a period.

Heading level 4 is indented, boldface, italicized, sentence capitalization ending with a period.

Heading level 5 is indented, italicized, sentence capitalization ending with a period.

Here are some key points to remember about headings:

- If an introduction is used, do not use a heading. It is assumed that the first part of the dissertation is an introduction.

- Follow good outlining technique and include two or more subheadings within a section, not just one subheading.

- Do not label headings with numbers or letters.

- Use the formatting down to the depth of headings in the work. For instance, if the dissertation has only two levels of headings, use the formatting for level 1 and level 2. If the dissertation has three levels of headings, use the formatting for level 1, level 2, and level 3.

- Do not join text of the following paragraph to the text of the heading. Keep the heading on its own line.

- Be sure to keep the headings with the paragraph that follows it on the same page. To ensure this, format the header so that it has Widow/Orphan control.

Adding Captions to Figures and Images

Captions explain a figure (for instance, a plate, chart, or diagram) or an image in the work and also serve as the title of the figure. They appear directly below each figure/image in the dissertation. Captions should be succinct and descriptive, and include the following elements: Figure number, brief explanation of the figure, its title, or the title of the image in italics, name of the artist, source of the figure/image, and either the phrase "Reprinted with permission" or "Public domain".

Footnotes

The placement of footnotes (i.e., at the bottom of the text pages, or in a separate section following the text) is a matter of preference that you should determine by following the APA manual consistently. Do not use footnotes for simple citations: reserve them for textual commentary or amplification.

Assembling the End Matter

A section of references follows the dissertation chapters. In scholarly work, consistency between cited works in the text and notes and the list of references is very important. Therefore, it is important to verify that every source listed in the text is cited in the References section. It is equally important to ensure that the References section is not padded with texts not cited in the body of the dissertation.

Scholarly Sources in the Reference Section

Wikipedia is not a scholarly source. Whenever possible, use peer-reviewed sources with the usual scholarly apparatus which have been given the nod of approval by a respected publishing house. Whereas a passing reference to Wikipedia surrounded by more substantive sources may be acceptable, on-going reliance on Wikipedia is not acceptable.

Appendixes

A last section may contain supporting data for the text in the form of one or more appendixes. Examples of appendix material are data sheets, questionnaire samples, informed consent forms, illustrations, charts, related writings integral to the text, and so on. Appendixes should be given letters, not numbers. If the dissertation has only one appendix, title it Appendix. If there is more than one appendix, title each with a capital letter such as Appendix A, Appendix B, etc.

Using Your Own Published Articles in a Dissertation

No reprints (or offprints) of your published articles or other publications can be substituted in place of the completed doctoral dissertation. However, there are two alternatives if you wish to include such reprints in the finished dissertation: (a) the reprint may be included in its entirety, but must be confined to the appendixes of the dissertation, or (b) the substance of the publication may be included if it is integrated into the main body of the text. The reprint (or offprint) would then become an integral part of the argument and evidence presented in the dissertation.

Gaining Final Draft Approval

When the chair determines that the dissertation draft is ready for consideration, the draft is forwarded to the reader and external reader for reading and approval. Remember that each committee member is allowed six weeks to review a draft and dissertation manuscripts might have to undergo several revisions cycles before all three committee members approve the final draft.

When you submit the final dissertation draft to any of the committee members, be sure to include copies of the "Acceptance of Dissertation Final Draft" form along with the manuscript. Once the reader and external readers have signed their copies of the form, they send it to the chair, who forwards the forms to the Dissertation Office.

Once the Dissertation Office receives and processes all three final draft acceptance forms, students begin preparing the manuscript for publication, which includes:

- Working with the chair to finalize the dissertation abstract, if not completed before.

- Working with the Dissertation Office to create a final, correctly-formatted title page.

- Making any final copyediting corrections, including any pieces still missing from the front matter and end matter, and sending the manuscript to the Dissertation Office

Be sure to check your Pacifica email at this time, otherwise you may miss crucial information that the Dissertation Office sends to you and your committee members.

Final approval of the dissertation by committee members must take place within a period of dissertation enrollment. However, the manuscript corrections and the oral defense may take place after the dissertation enrollment period has expired, without necessity of further enrollment, if the student's PTL has not expired.

Step Six: Preparing the Manuscript for Publication

After the committee has approved the final draft, you should review the entire work one last time to make sure all elements are there and it is as error-free as possible. Students submit their dissertation manuscripts for proofreading electronically, using the D2L application, from a computer that has active Anti-Virus/Anti-Malware software installed. Some important details for submission include:

- The manuscript may *only* be submitted in Microsoft Word format (.doc, .docx); it may not be a Pages, PDF, or any other word processing software.

- Before inserting images into the work, students should save them in JPEG format with a resolution of 448 x 336 to 640 x 480 to ensure that the manuscript will meet the file size requirement.

- The file sizes of the manuscript must be less than 40MB.

The Importance of Professional Proofreading

Pacifica assumes that students review their own dissertations to the best of their ability before turning it into the Dissertation Office. It is nearly always the case, however, that no author can find every mistake in their own manuscript, even professional writers with years of publishing experience. To produce a uniformly high quality of scholarly work, a

Pacifica Graduate Institute proofreader must review the dissertation. The average editing fee of Pacifica's proofreader for a well-written manuscript (200–400 pages) done in good APA form ranges from $400 to $1200. Students' editing charges will depend on the length of the manuscript and the amount of time it takes the proofreader to note corrections. A poorly formatted manuscript will, naturally, take much more time to correct than a near-perfect manuscript.

Pacifica Graduate Institute requires students to use the 6th edition of the *Publication Manual of the American Psychological Association* as the dissertation writing style guide, with a few exceptions as described above. If you solicit help from an editor, be sure he or she uses these guidelines and the APA publication manual when working on the manuscript.

Working With the Dissertation Office During Proofreading

Once the Dissertation Office receives the manuscript, it is immediately forwarded to the Institute's APA proofreader. The proofreader reviews the dissertation and edits it in accordance with APA requirements and the Institute's stylistic guidelines.

The proofreaders Pacifica uses are experienced professionals who will find errors in the manuscript. Do not be surprised: even veteran writers make common mistakes and all of them use proofreaders for that reason. It is nearly impossible, in fact, for writers to proof their own work because the words on the page are so familiar. Nonetheless, your task is to review the manuscript thoroughly and patiently, making all the corrections the Pacifica proofreader found. This is an especially arduous task for dissertation students at this stage, because they are often exhausted by the sheer effort of completing the research. Ideally, students' pride in the final, published work will provide the motivation they need at this critical time.

To correct manuscripts, follow these steps:

1. Read the proofreader's notes, which will explain what was discovered and alert you to consistent errors in the manuscript.

2. Review the proofread copy to review all of the errors the proofreader discovered.

3. Going page-by-page through the proofread copy, correct errors that are noted in the comment boxes. Once you have corrected the error in the text, remove the comment box.

4. For tracked changes, you can choose either a) to accept changes one at a time, or b) after reviewing the full dissertation, accept all changes.

5. If you discover a correction you believe to be incorrect, add a new comment that explains your concern.

6. Save the updated draft of the dissertation and put it in the D2L drop box.

7. Email a dissertation administrator to alert them that the dissertation is in the drop box.

Ideally, a student will have made every correction the format proofreader discovered in the first reading. However, it is very common for mistakes or oversights to remain even after the most careful scrutiny, which the Dissertation Office may find when "spot-

checking" the dissertation. If so, the Dissertation Office will return the manuscript to the student for further correction.

Publishing the Dissertation

Once a dissertation is proofed and corrected, it is published in two different ways. First, it is duplicated and bound, and one hardbound copy is available through Pacifica's library. Secondly, it is published digitally and available via the internet to the entire world of scholars and other interested lay readers through ProQuest Dissertation Database. To publish in both venues, students complete and send to the Dissertation Office two kinds of forms: the set of ProQuest forms and the Library Catalogue and Methodologies Form. Note that dissertations are not submitted to ProQuest for publication until the student's degree has been posted.

Ordering Bound Copies of the Dissertation

Students use the Dissertation Order form to specify the number of hard-bound and paperbound copies of the dissertation they want. Students must order two hardbound copies, one for themselves, and one for Pacifica's library. Most students also order additional copies of the work for themselves and for family and friends. It is not necessary to order a copy for their dissertation committee members.

Students are billed for all duplication and binding charges, so it is important to consider this cost when thinking about who might want a bound copy. The following example will give you an approximate idea of costs. For a 300-page manuscript, each hardbound copy would cost $54 for the duplication (18 cents per page) plus $45 for the binding (for the first two copies, thereafter binding is $42), with a total cost of $99. Each paperbound copy would cost $33 (11 cents per page). If a CD pocket is required, there is an additional $8.00 charge for each copy ordered. There is an additional $1 fee to print each page that contains a color image for both hard and paperbound copies.

Completing the Library Catalog and Methodologies Form

Students submit a Library Catalog and Methodologies form to make basic information about the research—dissertation title and methodology used—available through the Pacifica library. Among other things, this information helps students decide whether or not to read the copy of your work shelved in Pacifica's library, either because they are interested in the topic or the methodology, or both.

Publishing a Digital Copy of the Dissertation

All Pacifica dissertations are cited in Dissertation Abstracts International and a full text version goes into ProQuest Digital Dissertations, a password-protected database that is the industry-standard publication issued by University Microfilms International (UMI) in Ann Arbor, Michigan. This makes the work available to a worldwide community of scholars and is a requirement for all Pacifica doctoral students.

Students must complete the 3-page ProQuest/UMI publishing form in full, which authorizes ProQuest to digitally publish the work and sell (at cost) copies of the manuscript. Students also use this to copyright the work, which Pacifica requires. ProQuest charges no fee for traditional publishing and $95 for open access publishing. ProQuest charges $55 for copyrighting. These fees are included in the student's final dissertation bill.

Whereas ProQuest allows doctoral candidates to embargo the publication of their work for a period of time, Pacifica Graduate Institute does not allow students to choose the embargo option.

Important

Students should send the Dissertation Order Form, the Library Catalog and Methodologies Form, and the ProQuest forms to the Dissertation Office soon after submitting the final draft for proofreading.

Copyrighting of Dissertations

Because the deposit of a dissertation at Pacifica appears to constitute publication under the terms of the copyright law (Title l7, section 101), you should have your work copyrighted, especially if you intend to publish any part or any form of it at a later date. University Microfilms International (UMI) can copyright your work for you. You can apply for copyright while completing the Dissertation Abstracts Agreement form (see above). Alternatively, you may also apply directly to the Register of Copyrights, Library of Congress, Washington, DC 20540.

Step Seven: Completing the Oral Defense

After you have an approved publication-ready dissertation, you may begin the process of scheduling the final step, the oral defense. But before you do, it is a good idea to verify that you are in good financial standing with Pacifica. If there is any doubt, contact either the Student Affairs/Business Office or the Dissertation Office to check.

Scheduling the Oral Defense

Scheduling the oral defense is a coordinated process involving the student, the chair, and the Dissertation Office. It begins when either the student or the chair initiates a conversation to determine a few workable days and times for everyone concerned. It's also a good idea to think about how many people will be attending the oral defense since that affects the selection of available rooms. Once you and your committee have a few suggestions in mind, the chair, not the student, checks with the Dissertation Office to see if the preferred date is available. Pacifica's academic calendar is quite busy, particularly at certain times of the year, which is why the committee members and the student need to be a bit flexible. Typically, the oral defense is scheduled no earlier than three weeks from the date of final draft approval.

The Dissertation Office confirms the date, time, and location of the oral defense. Then, and only then, is the actual dissertation defense date official, so please do not make non-refundable travel arrangements until you hear from them.

The Dissertation Office sends out an invitation, including the dissertation abstract, to your classmates. An e-mail announcement is also sent to faculty and staff. Your announcement and abstract are also posted on the Pacifica Dissertation Oral Defense webpage (http://www.pacifica.edu/about-pacifica/pacifica-graduate-institute-student-services/dissertation-oral-defenses).

Students must be enrolled in dissertation writing while awaiting committee review and approval of the final draft of the work, but may do the proofreading and conduct their oral defense after their dissertation registration period ends so long as their Program Time Limit has not expired. The registration end date remains the crucial date affecting a student's institutional status (registered as a student or not registered) and, therefore, the repayment of any financial aid funds.

Preparing for the Oral Defense

The oral defense takes place in a public forum at the Institute and may include faculty, students, staff, alumni, and invited guests. It is best if all committee members are present, but if that is not possible, a committee member may participate via Pacifica's conference phone or Skype. Normally, it is the student's responsibility to provide any special equipment needed for the defense. However, the Institute can provide a laptop connected to a projection screen, a hookup for a student's personal laptop to connect to a projection screen, and a portable CD player. The student must determine the size of room to request determined by the approximate number of guests expected to attend. Any special room setup requests also need to be communicated to the Dissertation Office. Notify the Dissertation Office at least 2 weeks in advance if any such AV equipment or special room setup requests.

The defense is comprised of two parts. In the first part, the student presents their work orally by describing the dissertation's purpose, research methods, findings, conclusions, and implications. Generally, presentations last from 20 to 30 minutes. The second part is a formal questioning period in which the committee may ask the student to explain or defend any aspect of the dissertation research process or its outcome. After that, if time permits, members of the audience may be invited to ask questions or make comments. Dialogue during the oral defense is usually serious but cordial. The following tips may prove helpful in preparing for this event:

- Structure the presentation from the dissertation itself. That is, begin with an overview of the question, review some of the most relevant literature; describe the methods of approach, including the limitations of the research; discuss the findings; and state the implications or importance of the research.

- Outline the presentation or create speaker's notes to help you organize and remember what you plan to say. No one expects you to memorize everything. Some students create a PowerPoint presentation for coherence and visual interest while they speak.

- Rehearse the dissertation presentation alone or with a friend or family member before delivering it to the audience. Be aware of time constraints; you may need to condense or leave aside many aspects of the research for the sake of a clear, concise presentation.

- When fielding a question, pause a moment to collect your thoughts. No one expects you to launch immediately into each response. Thoughtful, well-considered answers are more impressive than rambling ones.

- If you do not understand a question, ask the speaker to clarify what he or she is asking.

- If you do not know the answer to something, say simply that you do not know. This may occur if the question is outside the scope of your research, in which case it is perfectly fine to acknowledge that it is a good question, outside the scope of the dissertation, that you could not do justice on in the time allowed.

- Avoid slipping into defensiveness. Rarely do members of the audience intend to challenge you in a hostile way. Their questions are intended to probe more deeply into the study, including its limitations. Willingly acknowledge limitations to the work if these are validly suggested.

- Remember that everyone wants to see you succeed. Most students look back fondly on the dissertation defense as a meaningful experience.

Completion of Degree Requirements

The degree is posted when a student has successfully completed all academic program degree requirements—course work, publication-ready manuscript, and oral defense. (Pacifica encourages a student to allow a minimum of two weeks processing once degree requirements are completed for posting to occur.) This date, which is posted to the transcript, is the official date the degree is conferred. Once this occurs, the Registrar sends the student a letter of congratulations. At that time, the Dissertation Office submits the student's dissertation to ProQuest for publication. The student can request an official transcript and to inquire about commencement.

Part 3
Guidelines

This part provides students with a variety of helpful information including tips for formatting the dissertation, and how Pacifica faculty evaluates scholarly work.

APA Style Guidelines

The following guidelines describe the most common formatting challenges students face. It is not an exhaustive list. For complete information, refer to the Sixth edition of the *Publication Manual of the American Psychological Association*.

Layout, Format, and Punctuation

- Set the right, top, and bottom margins of the page at 1 inch; set the left margin at 1.5 inches.

- Number every page, except the title page, in the top, right-hand corner, 0.75 inches from the top and right edges of the page.

- Use 12-point Times New Roman font, aligned left (not justified).

- Double space the entire dissertation including long quotations, references, footnotes, and captions below figures.

- Do not add extra vertical space between paragraphs or before or after headings.

- Indent the beginning of paragraphs one standard tab space. When a paragraph continues following a block quote (described below), do not indent.

- Format text to avoid orphans (a single line printed at the top of the page) or widows (a single line printed at the bottom of the page).

- In a series of three or more items, insert a comma before "and".

- Place periods and commas within closing single or double quotation marks. Place all other punctuation marks (e.g., colons, semicolons, question marks) inside quotation marks only when they are part of the quoted material.

- Use an "em dash" (—) to indicate a strong break in the continuity of a sentence, with no spaces before or after.

- Avoid boldface and italics to emphasize a word or phrase. Similarly, avoid using quotation marks to emphasize a word or distance yourself from it.

Quotations

- Alter the initial capitalization of quoted material, as needed, to blend with your text.

- Omit leading or trailing ellipses from any quoted text, whether it is within a paragraph or in a block quote. Only use ellipses to indicate deleted text from the middle of the quotation. You may create an ellipsis manually (three dots with a space in between each one) or use Word's ellipsis symbol (…).If the deleted text exceeds one full sentence, use the ellipsis symbol and an additional dot, or manually enter four dots, not three.

- Short quotations, 39 words or less, appear in the body of the text enclosed in quotation marks. If the short quotation includes a direct quote, use single quotation marks to enclose it.

- Long quotations, 40 words or more, are set apart in their own text block. Indent the entire block five spaces (or 1/2 inch) on the left, without further indenting the first line

of the block quote. Do not enclose the block in quotation marks. If there is a quotation within the block, enclose it in double quotation marks. If the block quote extends to multiple paragraphs, indent the first line of each new paragraph.

Citations in Text

- Cite author and date anew in each new paragraph. Within a paragraph, do not repeat the date after the initial citation, unless you are citing multiple authors and need the information for clarity.

- Always include page numbers for direct quotations, citing a specific page range when necessary: e.g., (pp. 28-29) rather than (pp. 28ff). When using an author's ideas, but not quoting directly, page numbers are strongly encouraged.

- For all translated works except ancient texts use the original date of publication as well as the date of the translated version. For example: Miller (1979/1997)

- When citing Jung within the text, always include the publication dates and page number. If you want, you may also provide volume number and paragraph information enclosed in square brackets. For example: (Jung, 1937/1968, p. 29 [*CW* 12, para. 206]). For more detailed information, see section below "Citing Jung's Collected Works."

- When citing a quote from a source without page numbers, give some indication to help locate a quotation, such as a chapter or section name, and a paragraph number (count down from the heading). For example: Gill, Minton, & Myers, J. E., 2010, "Wellness," para. 2)

- Cite personal conversations, interviews, telephone conversations, and letters in the text this way: (J. O. Reiss, personal communication, April 18, 2001)

- Cite journal entries and dreams in the text this way: (Author's personal journal, September 18, 2002) or (Client's dream, August 8, 1994)

- For books on eReaders such as Kindle, include a page number if "real page numbers" are used. If not, omit the page number but place the location number in square brackets following the author's last name and publication year, as in (Smith, 2008, [loc. 34376])

References Section

- Double-space each entry in the list of references, with double spacing between references.

- Format each entry as a hanging indentation, with the first line flush left and any subsequent lines indented 5 spaces.

- For all translated works except ancient texts use the original date of publication as well as the date of the translated version. For example:

Miller, A. (1997). *The drama of the gifted child* (3rd ed.) (R. Ward, Trans.). New York, NY:

Basic Books. (Original work published 1979)

- If you are referencing and citing multiple works by a single author in the same year, use the form 1979a, 1979b, 1979c. You need not do this with translated works whose original year of publication distinguishes them from other translations published in the same year.

- In titles of books and articles in the Reference section, capitalize only the first word, the first word after a colon or a dash, and proper nouns.

- For electronic version of print books or chapters from books, provide information on the version in brackets after the title, such as [Kindle Edition]. The electronic retrieval information, which is either the URL or the DOI number, takes the place of the publisher location and name. The correct format of DOI information is http://dx.doi.org/xxxx

- When citing Jung's writing from his Collected Works, be sure to provide a reference entry for the specific essay and not for the volume (unless it is a single manuscript like Mysterium Coniunctionis). For example:

Jung, C. G. (1968). Religious ideas in alchemy. In H. Read, M. Fordham, G. Adler, & W.

McGuire (Eds.), *The collected works of C. G. Jung* (R. F. C. Hull, Trans.) (2nd ed.,

Vol. 12, pp. 225-423). Princeton, NJ: Princeton University Press. (Original work

published 1937)

- When quoting from an anthology or collection of essays, cite the individual essay by author in the list of references. If you are quoting from the editor's preface or introduction, the entry is formatted in the same way as a selection within the book.

- Do not list any personal conversations, interviews, telephone conversations, letters, your own journal entries or dreams cited within the text in the References section. It is reserved for public sources generally available to readers through libraries, internet searches, and so on.

Citing Jung's *Collected Works*

When citing Jung's writing from his *Collected Works*, be sure to provide a reference entry for the specific selection (essay or monograph) and not for the volume (unless it is a single manuscript like *Mysterium Coniunctionis*). In the following example, the components you need to include are color-coded and explained.

Students are expected to research these Jung sources carefully when developing a reference list and not to rely on reference or citation information from secondary sources or leave this research up to an editor. Please be aware of your responsibility to record this information while you are researching the literature.

The specific reference data for the selection from the *Collected Works* that you are citing can be found in the front pages of the volume in which it is included, as noted in the example below.

Jung, C. G. (1969). On the nature of the psyche (R. F. C. Hull, Trans.). In H. Read et al.

(Eds.), *The collected works of C. G. Jung* (Vol. 8, 2nd ed., pp. 159-234). Princeton, NJ:

Princeton University Press. (Original work published 1954)

Color key:

(1969): Most recent publishing (copyright) date of the volume, found in the publication
information in the front of the volume.

(R. F. C. Hull, Trans.): Hull translated most of the *Collected Works*, but some selections were
translated by others. Check the table of contents of the volume and any footnotes on the
first page of the selection for mention of another translator.

On the nature of the psyche: Title of the selection.

Vol. 8: Volume number in which the selection appears. The name of the volume is not
included.

2nd ed.: Designated edition. Include this if specified in the publication information in the
front of the volume.

pp. 159-234: Inclusive page numbers of the selection. These are the first and last pages of
the essay or monograph as found in the volume. Usually, the whole essay or monograph is
cited, not subsections within it, but if you want to cite a subsection, in the reference entry,
use the title and inclusive page numbers for it. The inclusive page numbers can also be found
in *Abstracts of the Collected Works of C. G. Jung* published by The Jung Page at
http://www.cgjungpage.org /learn/resources/jung-s-collected-works-abstracts/854-
abstracts-of-the-collected-works-of-cg-jung

(Original work published 1954): Original publishing (copyright) date of the selection. (No
period is included inside or after the parenthesis.) Find this original publication date in the
table of contents of the specific volume in which the essay or monograph appears. If two
years are shown for the original edition in German, use the latest date, because the
translation was most likely made from the revised version.

The following volume is a book included as one volume in the *Collected Works*, and therefore,
the separate chapters need not be cited:

Jung, C. G. (1970). *Mysterium coniunctionis* (R. F. C. Hull, Trans.) (H. Read et al., Eds.), *The*

collected works of C. G. Jung (Vol. 14). Princeton, NJ: Princeton University Press.

(Original work published 1956)

For an essay or monograph in the *Collected Works* retrieved from EBSCO:

Jung, C. G. (2014). On hysterical misreading (R. F. C. Hull, Trans.). In H. Read et al. (Eds.),

The collected works of C. G. Jung: Complete digital edition (Vol. 1, pp. 89-92). Retrieved

from http://www.ebscohost.com/ (Original work published 1904)

For a Kindle version of a selection from Jung's *Collected Works* (some do and some do not indicate page numbers; if no page numbers showing, use inclusive paragraph numbers, as shown below):

Jung, C. G. (2014). On hysterical misreading (R. F. C. Hull, Trans.). In H. Read et al. (Eds.),

> *The collected works of C. G. Jung: Complete digital edition* [Kindle version] (Vol. 1, paras.
>
> 151-165). Retrieved from http://www.amazon.com/ (Original work published 1904)

Citing digital sources

For the electronic version of a printed article with a doi number:

Collins, I. F. (2000). Biracial Japanese American identity: An evolving process. *Cultural*

> *Diversity and Ethnic Minority Psychology, 6*(2), 115-133. doi: http://dx.doi.org/10.1037/
>
> /1099-9809.6.2.115

For the electronic version of a printed article without a doi number:

Gill, C. S., Minton, C. A. B., & Myers, J. E. (2010). Spirituality and religiosity: Factors

> affecting wellness among low-income, rural women. *Journal of Counseling &*
>
> *Development, 88*, 293-302. Retrieved from http://aca.metapress.com/

For the electronic version of an online reference from a source like ARAS or a device like Kindle that is not likely to be available in print or through multiple aggregators like EBSCO:

For a cited subject retrieved from the ARAS online reference source:

Penitence of David. (n.d.). *ARAS online* (Record 5Ck.009). Retrieved from

> http://www.aras.org

If the cited subject is from the book:

River. (2010). In A. Ronnberg & K. Martin (Eds.), *The book of symbols* (pp. 40-43). Cologne,

> Germany: The Archive for Research in Archetypal Symbolism/Taschen.

Electronic Publishing

Electronic publishing has greatly increased access to all types of sources online, but not all of them are credible scholarly resources. Pacifica discourages the use of Wikipedia and personal blogs but does encourage the use of online peer-reviewed journals. The APA *Publication Manual* includes basic guidelines and rules for providing publication data for electronic sources (Sections 6.31 & 6.32, pp. 189-192) and examples of reference entries for

electronic sources in the individual sections on different types of sources (Chapter 7, pp. 193-224). Before you finalize your list of references, confirm the website you are using as a source for citations.

Evaluating Depth Psychology Proposals and Dissertations

The depth psychology programs have adopted the following guidelines for evaluating dissertations. The intention is to increase faculty and student awareness of the criteria that determine whether the research is excellent, acceptable, or poor. As Lovitts and Wert (2009, *iv*) explain, "students need and deserve the benefit of guidance about the process and clear expectations about quality" and "the department or program has a responsibility to communicate clearly … its standards of quality." Thus we hope to at least partially lift the veil behind the words, "I know a good dissertation when I see one"—that is, to make the implicit process of judgment more explicit.

Someone once said that if you aim at nothing, you'll hit it every time. Consider these guidelines as a target, neither perfect nor the final word. We anticipate continual refinements to reflect lively dialogue about what constitutes academic excellence as manifested in dissertation research and writing.

Overall Quality of Thought and Expression

Excellent ☐	Acceptable ☐	Poor ☐
Lucid, coherent and evocative writing that immediately engages reader and sustains interest.	Clear and complete writing, organized in a logical manner that sustains the reader's interest.	Poor or limited flow of ideas, problematic use of vocabulary, and incomplete thoughts
Language reflects both intellectual sophistication and depth of feeling.	Competent use of vocabulary and language with few errors in grammar and spelling.	Poor use of language and frequent errors in grammar and spelling.
Clear evidence of a scholarly voice that is inquiring rather than polemical.	Clear evidence of a developing scholarly voice that is inquiring rather than polemical.	Writing is narcissistic, self-interested, and/or narrow-minded.
Critiques other works, authors, or theories in a knowledgeable, fair, and respectful manner.	Demonstrates fair and respectful approach to other works.	Chaotic and erratic organization and/or significant gaps in content; subheadings do not reflect material in the section.
Well organized and complete with no gaps in content.	Good organization that leads reader through the research in a fairly smooth manner.	Shows little or no awareness of Pacifica-APA style guidelines
Adheres to Pacifica/APA style guidelines.	Adheres to Pacifica-APA style guidelines with few exceptions.	

Significance and Originality of Topic

Excellent ☐	Acceptable ☐	Poor ☐
Explicit evidence that the research is fresh, original, and will make a significant contribution to the field. Elegantly builds on existing research to situate the topic within the field at the same time showing how it will go beyond it to expand knowledge of theory and/or practice. Demonstrates multiple levels of relevance and/or establishes the significance of the research in multiple contexts.	Clear attention to the issues of originality and significance. Some evidence that the research will make a contribution to the field. Displays good knowledge of existing research as the context for the topic.	Little or no thought given to the significance or contribution of the research. Inadequate evidence to substantiate the need for the study. Choice of topic serves researcher's narcissism rather than a larger professional or scholarly community.

Introduction to Topic

Excellent ☐	Acceptable ☐	Poor ☐
Immediately draws the reader in and presents the topic in an exciting, comprehensive, and authoritative manner. Provides a succinct yet comprehensive overview and context, sets up the research question smoothly, and shows why it is important. Exhibits breadth and depth of thought and sensitivity to diverse perspectives. Thorough discussion of the limitations of the research; marked lack of intellectual hubris.	A competent overview of the topic that is adequately organized and presented. Coherent flow of ideas with no gaps in logic. Thought is reasonably broad and deep; researcher's authority and ability to explore this topic is clear. Discusses the limitations of the research.	Poorly written, incomplete, lacks coherent organization and logical structure. Little thought given to guiding the reader into the topic or beginning to establish the need for the research. Contains sweeping knowledge claims that are unsubstantiated and appear to be unexamined.

Research Question

Excellent ☐	Acceptable ☐	Poor ☐
Clear, compelling, and thought provoking question that promises to provide original insight into the topic. Convincing evidence that the question will advance knowledge in the discipline and/or make a relevant and meaningful contribution to one or more areas or communities.	Clear and researchable question that is relevant and/or grounded in a discipline. Discusses potential contribution of the research.	Question too complex, not clear, or too broad. Too many questions that reflect scattered and incoherent thinking. Anticipated contribution is not clear.

Literature Review

Excellent ☐	Acceptable ☐	Poor ☐
Creative, incisive, and comprehensive discussion that demonstrates good critical thinking and the ability to relate existing literature to the research in a provocative and elegant manner. Offers fresh and interesting critique of other's work that is both respectful and well-informed. Well organized literature categories that relate organically to the research question, introduced in a concise way. Well integrated discussion that maintains focus on the topic while continually making a case for the study's relevance. Has breadth and depth, using both classic sources and fresh scholarly research.	Adequate coverage of the literature that mentions everything, but lacks critical analysis and synthesis. Well organized with some thought to categories of literature. Discussion is complete, but pedestrian or obvious with few fresh critiques or perspectives.	Incomplete. Misses or omits important studies or whole categories of literature. Does not use adequate classic texts and/or leaves out more recent literature. Relevance of the literature to the question is unclear. Tone of criticism is strident or polemical.

Methodology, Ethics, and Research Design

Excellent ☐	Acceptable ☐	Poor ☐
Cogent and transparent research design that reflects rigorous thought and planning. Demonstrates researcher's knowledge of the origin, history, and theoretical suppositions of the methodology. Discusses the merits of the methodology for this topic and clearly accounts for potential limitations. Sophisticated critical thinking and self-awareness: researcher is able to mindfully question their own assumptions and biases and those of the research community. Complete and detailed ethics section, including a thorough discussion of ethical issues and samples of all pertinent forms, reflecting careful consideration for the adequate protection of human participants.	Research design is clear and relevant. Adequate attention given to the origin, history, and theoretical suppositions of the methodology; some discussion of limitations. Some critical thinking and researcher self-awareness of assumptions and biases. Sufficient thought given to protection of human participants.	No clear relationship between research question and chosen methodology. Inadequate discussion of the origin, history, and theoretical suppositions of the methodology. Researcher demonstrates little or no self awareness. Obvious potential problems with the ethics protocol that may lead to harm.

Results/Data Analysis/Discussion

Excellent ☐	Acceptable ☐	Poor ☐
Complete, compelling, and incisive discussion that exhibits great depth and breadth of thought. Integrates all parts of the work in a thorough, balanced presentation. Discussion is passionate and well-informed, exploring contradictions, paradoxes, and unanticipated results. Places research in larger context, reflecting back to its origins and pointing forward to possible areas of future inquiry.	Summarizes the results and provides interesting and meaningful interpretations. Discussion is knowledgeable and integrated, exhibits breadth and depth, but fails to fully explore contradictions, paradoxes, and unanticipated results. Contextualizes research in an adequate manner.	Shows inadequate understanding of the research and little thought to the meaning and implications of the results. Interpretation of data is either too superficial or too broad, unsupported by the actual results. Tone is strident or polemical; researcher has failed to examine his or her own biases and assumptions. Does not contextualize research.

Depth Psychology Dissertation Handbook References

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NY: Sage Publications.

Thomas, J. C., & Hersen, M. (2003). *Understanding research in clinical and counseling psychology*.

New York, NY: Lawrence Erlbaum Associates.

Weisbender, L. (1990). *Guide to writing proposals and dissertations: Volume 1, Basic elements and

format*. Los Angeles, CA: California Graduate Institute.